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ABSTRACT

This paper describes the outcomes of an action research project that implemented a program for increasing social-emotional functioning and improving academic achievement in 18 high school students with social and emotional disabilities. Analysis of probable cause data revealed that these students lacked a sense of affiliation to the high school community, which contributed to poor social-emotional functioning and academic failure. A review of literature resulted in the selection of three major interventions: creation of a nurturing community in a self-contained classroom; the implementation of cooperative learning to enhance social-emotional growth; and weekly therapy group sessions. Post intervention data indicated growth in appropriately working through social emotional issues. Comparison of the pre and post grade point averages was mixed. Although the academic achievement for freshman students was not significant, there were several factors that may have contributed to this. While there was not a dramatic increase in the grade point averages for the freshmen, for those same students the intervention in social emotional growth appeared to be extremely effective. Extensive appendices include a student point sheet and descriptions of therapy activities. (Contains 39 references.) (Author/CR)

ED 455 644

"THE ROOM UNDER THE STEPS" CREATING A SENSE OF COMMUNITY FOR SOCIALLY-EMOTIONALLY DISTURBED ADOLESCENTS

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Requirements for the Degree of Masters of Arts in Teaching and Leadership

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Abstract

This action research describes a program for increasing social-emotional functioning and improving academic achievement. A case study and a Multiply Disciplinary Committee determined that this target group of high school students would receive intensive therapeutic and academic support for more than 50 percent of the school day in a self-contained Special Education classroom. Student failure to progress academically and socially-emotionally is documented by progress reports, student surveys, and Individualized Education Plans.

Analysis of probable cause data revealed that these students lacked a sense of affiliation to the high school community. This failure to feel like they belong contributed to poor social-emotional functioning and academic failure. Regular education high school classes, where students have a different teacher each period of the day, were unable to meet these needs. Probable cause data also indicated that biological factors have influence on social-emotional development but environmental conditions can modify the biological process

A review of literature solution strategies resulted in the selection of three major interventions: creation of a nurturing community in a self-contained classroom where emotionally disturbed adolescents can feel safe and achieve academic success; the implementation of cooperative learning to enhance social-emotional growth; and weekly t group sessions.

Post intervention data indicated growth in appropriately working through social emotional issues. Comparison of the pre and post grade point averages was mixed. Although the academic achievement for freshman students was not significant there were several factors that may have contributed to this. It should be noted that while there was not a dramatic increase in the grade point averages for the freshman, for these same students the intervention in social emotional growth appeared to be extremely effective.

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CHAPTER 1

PROBLEM STATEMENT AND CONTEXT

General Statement of the Problem

The students of the targeted high school self-contained classroom for emotionally handicapped students exhibit chronic and acute emotional issues that interfere with academic achievement and personal growth. After a thorough case study and a multidisciplinary committee meeting it was determined that these students lack a sense of affiliation and would benefit from placement in a special education classroom for more than 50% of the school day with intensive therapeutic and academic support from the special education teacher. Affiliation, as defined by Borba (1989) "is a feeling of belonging, acceptance or relatedness, particularly in relationships that are considered important, feeling approval of, appreciated and respected by others."(p.xix) Evidence of this problem is documented in progress reports, on page 3a of the individualized education plan, and student questionnaires.

Immediate Problem Context

Action research was conducted in a suburban high school that is surrounded by private homes and located in the center of the community. The two-story brick building has several additions of classrooms, gymnasiums, and a theater since the original construction in the 1950s. Current enrollment is 1195 although it was built to accommodate 1500 to 1600 students. The racial/ethnic composition of the student body is: African-American 58.5%, White 36.9%, Hispanic 3.3%, Asian/Pacific Islander 1.3%, Native American 0.1%. Attendance of 88.8% is slightly below the state average while the graduation rate of 85.7% exceeds the state average.

Although 34% of the student enrollment is from low-income families, the operating expenditure per pupil is $10,213.00. American College Testing (A.C.T.) scores are: Composite score 19.5, English 18.8, mathematics 19.2, reading 19.8, and science reasoning 19.9. The average class size is 14.7. The teaching positions are evenly divided between male and female staff members. High average salaries of $64,884.00 are due to the very experienced teaching staff with an average of 18.8 years of teaching experience. The majority of the staff, 73.2%, hold masters degrees or higher and 26.8% have bachelors degrees. (State Report Card 1999.)

This campus has the largest special education population in the district because it houses two district programs, a self-contained program for emotionally disordered adolescents and another one for developmentally delayed students through the age of 21. Other special education classes include a large departmentalized cross-categorical program serving both instructional and resource students. Many students are mainstreamed with case manager support, but inclusion is not part of the special education programs.

Surrounding Community

The 50-year-old community, population 23,778, includes 69.7% single-family homes, which are affordable to first time homeowners, ranging in prices from $85,000.00 to $250,000.00. Seventy-five percent of the homes were built between 1940 and 1960. New housing is limited because of a lack of land area to expand and as a result families are not choosing to remain in the community as they become more affluent. The median age is 35.5 but with a growing population of 55 to 75 years of age, many volunteer organizations and civic groups are finding it difficult to recruit new members. Educational attainment includes bachelor's degree 16%, and graduate degree 9%, with the median years of school completed as 13.8. (www. Local Tribune.com)

The distribution of the major racial/ethnic population is: White 70.8%, African-American 24.1%, Hispanic 3.6%, other 1.4%. The median family income is $51,806.00 with 34% of males employed and 33.3% of females employed. This community, which sprang up following

World War II and once was considered a model community, is now struggling to increase tax revenue through the redevelopment of a shopping center. Since it is not located near a major expressway it has little to no industry, and a shopping area that was closed due to the development of a near-by shopping mall, built in the 1970s. The district is comprised of three high schools located in different communities and serving seven surrounding suburban areas. One superintendent and two assistant superintendents, with an average salary of $93,772.00, are hired by the Board of Education.

The district's strategic plan was developed by community members, staff, students, and parents in 1995 and focuses on 13 goals that emphasize: enhanced student achievement: a challenging, relevant and balance curriculum; a positive and well-disciplined learning environment; and community partnerships. Each campus has a non-teaching principal and three non-teaching assistant principals, who are aided in the development of overseeing the implementation of school programs through appointed teacher leaders from each department. The building goals have been planned, developed, and are being implemented collaboratively with faculty, classified staff, parent and student involvement as this staff has made a five year commitment to change the leadership of the building from a top down model to a shared leadership and collaborative decision making model.

National Context of the Problem

Estimates of the prevalence of emotional disorders vary from about 0.5 percent of the school population to 20 percent or more (Kauffman, 1997). These estimates vary due to the lack of standard definition, the methods of estimation and social policy and economic factors. More reasonable estimates based on population surveys appear to be in the range of 3% to 6% of the student population (Anderson, & Werry, 1994).

Adolescents of the 21st century face new challenges that are unlike those of preceding generations. Schools and educators will have to make adjustments to address these changes. However, some things will not change in the foreseeable future. For example, families will be

torn apart by divorce, abusive relationships, and poverty. Drug abuse, tobacco use, academic failure, school suspensions, school dropout, sexually transmitted diseases, and unwanted pregnancies will remain substantial problems for too many young people. These issues cannot be ignored by educators because educators are expected to teach children despite the fact that too many students arrive at school not fully prepared to engage in the role of learner and ready to benefit from schooling.

A growing segment of adolescents are experiencing social and behavioral problems that interfere with their potential to become productive and responsible citizens. Recent estimate suggest that 25% of those between the ages of 10 and 17 years of age are extremely vulnerable, and another 25% moderately vulnerable to social emotional problems (Zins, Elias, Greenberg, Wiessberg, 2000). Although the other 50% are at less risk, they require continued support and attention. Fewer than 25% of youth who have mental health problems severe enough to warrant treatment receive appropriate services (Tuma, 1989). Educators face these children on a daily basis and many consequently have come to realize that traditional approaches to services delivery are not adequate to meet theses needs (Zins & Forman, 1988).

Being emotionally stable is as important to learning as instruction in math and reading. Educators, long disturbed by schoolchildren's low scores in math and reading, are realizing there is a different and more alarming deficiency: emotional illiteracy (Goleman, 1995). Signs of this unstable emotional intelligence can be seen in the alarming rise in the number of violent crimes committed by adolescents. The juvenile arrest rate for violent crimes climbed 27 % from 1980 1990: forcible rape more than doubled from 1965 to 1990 teen murder rates more than quadrupled between 1965 to 1990 (cited Takanashi, 1993).

Emotional intelligence, as defined by Goleman (1995), includes 5 domains. The first of these is knowing one's own emotions. Recognizing a feeling as it happens is the keystone of emotional intelligence. Second, an individual must be able to manage emotions so they are appropriate to the situation and can build on self-awareness. Next, self-motivation focuses on

utilizing the feelings of enthusiasm, zeal, and confidence for achievement. Fourth, recognizing emotions in others builds on emotional self-awareness and is a fundamental people skill. Last, the art of handling relationships is the core skill for managing emotions in others.

The subject of emotional intelligence requires that teachers focus on the emotional fabric of a child's life as well as the intellectual (Goleman, 1995). The social and emotional competence of children needs to be part of their regular education. Blending lessons on feelings and relationships with the topic already taught can do this. Emotional lessons can merge naturally into reading and writing, health, science, social studies, and other standard courses as well. This focus can reshape schools by building a campus culture that changes a school into a caring community, a place where students feel respected, cared about, and bonded to classmates, teachers and school itself.

Research about successful self-contained programs for emotionally disturbed adolescents is inadequate (Kaufman, 1997). This action research will document successful strategies for improving academic achievement and social emotional growth with high school students in a self-contained learning environment.

CHAPTER 2

PROBLEM DOCUMENTATION

Problem Evidence

In order to document the extent of poor academic achievement and low social emotional functioning the following data were collected: grade point averages, IQ scores, disability type, and individualized education plan (IEP) target behaviors. A student survey (Appendix A) was given to the 18 targeted students during the first 2 weeks of school.

Students in the targeted special education class range in age from 14 through 17 years of age. Their IQ scores range from a low of 65 to a high average of 112. However, due to the nature of the disability, many of these scores may be lowered by as much as ten points. Students who use most of their energy focusing on their emotional problems cannot do their best work in a testing situation.

All of these students meet the state requirement for special education services under the classification of an emotional disability and 11 of them also have a secondary classification. The student with the other health-impaired classification has an attention deficit with hyperactivity. The visually impaired student is legally blind, uses large print materials and also has albinism, which has caused severe emotional problems. Each student has an IEP addressing the following behaviors:

- Seek assistance when upset or angry
- Identify problems that interfere with progress
- Initiate appropriate interactions with peers and adults

- Express feelings in an appropriate manner when frustrated, worried or anxious
- Seek support personnel to help sort out personal issues
- Recognize alternatives and employ strategies in dealing with difficult situations
- Identify personal strengths and weakness

Grade point averages (GPA) were not applicable for incoming freshmen from May 2000 because they do not reflect the high school standards. Grade point average is listed for October for all students and will be compared with those at the end of the semester in December 2000. One freshman GPA is low due to a 10 day suspension from school, which caused him to fall behind in all classes. The other low freshman GPA is due to hospitalization for severe emotional disturbance and a change in medication. The freshmen students are in a self-contained setting with one teacher for five of six classes. The sixth class is an adaptive gym class where adjustments are made to allow for their disabilities. Other students are in at least one regular education class but no more than three classes.

Table 1

Descriptive Information for Study Participants Indicating Evidence of Problem

Student	Age	WISC III IQ	Disability Type	IEP Target Behavior	GPA May 2000	GPA October 2000
A	15	74	ED/BD	Impulsivity, Social-Emotional,	NA	2.83
B	16	81	ED	Peer interaction, Self-Esteem, Social-emotional	1.50	1.50
C	16	111	ED/LD	Problem solving, Self-Esteem, Social-emotional	1.66	2.67
D	14	65	ED/MI	Self-control, Social-Emotional, Self-esteem	NA	2.33
E	17	92	ED/OHI	Self-esteem, Impulsivity, Social-emotional	.16	.67
F	16	95	ED/LD	Organization, Attendance, Self-esteem	1.83	1.00
G	14	89	ED/LD	Social-emotional, Peer interactions	NA	2.67
H	17	91	ED/LD	Self-esteem, Social-emotional	2.16	2.42
I	17	71	ED/LD	Self-esteem, Self injury, Social-emotional	2.83	2.67
J	14	76	ED/VI	Self-esteem, Anger, Social-emotional	NA	3.17
K	16	97	ED	Social-emotional, Anger, Self-esteem	1.83	1.63
L	16	95	ED	Attendance, Self-esteem, Social-emotional	1.17	.60
M	15	112	ED	Social-emotional, Anger, Peer interactions	NA	3.83
N	14	70	ED	Self-esteem, Organization, Social-emotional	NA	1.33
O	16	96	ED/LD	Self-esteem, Social-emotional	1.83	1.55
P	14	89	ED	Self-esteem, Social-emotional, Anger	NA	1.33
Q	16	93	ED/LD	Social-emotional, Noncompliance	1.66	1.84
R	15	92	ED/LD	Attendance, Self-esteem, Social-emotional	1.58	1.20

Note. ED=Emotional disability; BD=Behavioral disability; LD=Learning disability; MI=Mildly impaired, OHI=Other health impaired; NA=Not available

The student checklist was given to the 18 students in the targeted high school special education class to determine their emotional status about issues of self-esteem and depression. The survey was called a "Concern List" and it included 100 statements, 38 related to depression, 42 to self esteem issues, and 20 miscellaneous items. The total possible responses were 684 for depression, 756 for self-esteem and 360 for miscellaneous items.

In order to assess the difference in scores between special education and non special education students, the survey was also administered to 18 non-special education. students. The regular education students checked 57 from the miscellaneous items, 93 self-esteem and 64 depression items. The targeted group of special education students checked 343 statements that related to self-esteem and 268 that related to depression. They checked 154 of the miscellaneous items. As the survey indicates, socially emotionally disabled students spend more time trying to work through issues of self-esteem and depression.

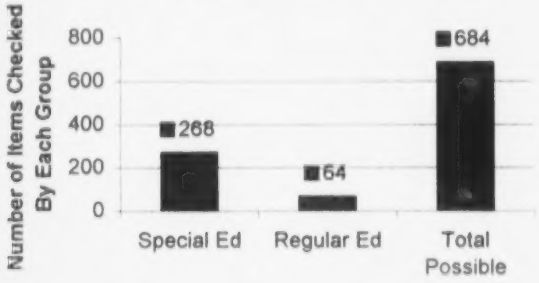

Figure 1. Results of a student survey about depression issues of regular education students versus special education students.

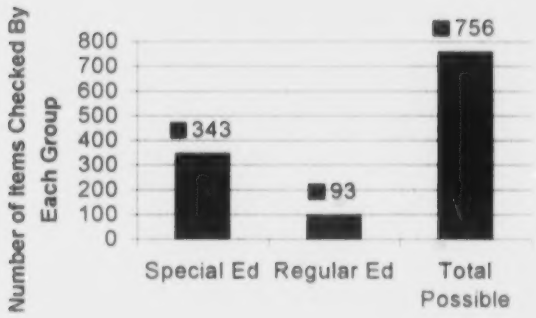

Figure 2. Results of a student survey about self-esteem issues of regular education students versus special education students.

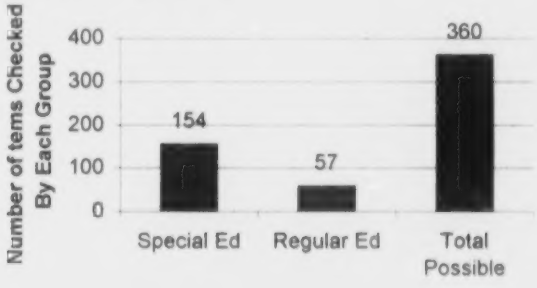

Figure 3. Results of a student survey about miscellaneous items of regular education students versus special education students.

The preceding charts demonstrate the difference between regular education students and special education students who are struggling with social emotional issues. In each category not all items were checked. The numbers are an indication that socially emotionally disabled adolescents spend much more energy worrying about issues of self-esteem and depression than do regular education students. However, it is also possible that the regular education students were not completely honest in their responses. They may not have felt as comfortable with the survey as did the special education students. Many of the special education students are involved in counseling outside of school so they are more familiar with this type of survey.

Students were instructed to check the items that are currently a concern in their lives or have been within the past month. Students were given a numbered survey that corresponded with their name on a master list. This was done so that if students failed to sign the sheet, the student could still be identified. This was done so that they could be used for a later posttest.

Probable Causes

The targeted high school students in this self-contained special education class were classified as emotionally disturbed through a formal multidisciplinary committee meeting. A diagnosis of a social emotional disorder "is given to children or young adolescents who are unable to make friends and behave in a socially acceptable way. They fail to interpret appropriately the emotional responses of others and make incorrect inferences about others' intentions and behaviors" (Pruitt, 1999, p. 364). The following criteria, mandated by Public Law 94-142 (now the Individuals with Disabilities Education Act, IDEA, 1990) are used as part of the multidisciplinary conference. Page 3a of the individualized education plan is used to determine eligibility for special education services and a diagnosis of an emotional disorder. According to this page the student must exhibit one or more of the following characteristics:

- Inability to develop or maintain satisfactory interpersonal relationships with peers and adults
- Inappropriate types of behavior or feelings under normal circumstances
- General pervasive mood of anxiety, unhappiness, and/or depression
- A tendency to develop physical symptoms or fears associated with personal or school problems (p.3a)

Page 3a further states, that the characteristics noted above adversely affect educational performance and have been exhibited by the student in all of the following:

- Adversely affecting educational progress
- Over an extended period of time (duration)
- Frequently over an extended period of time.
- To a marked degree (intensity, severity)
- After supportive assistance has been provided (p.3a)

One of the primary causes of the students' emotional disability is the inability to feel like they fit in or belong. They do not experience a feeling of affiliation within the school

community. Second, mainstream classes have been unsuccessful in meeting their social/emotional needs. Last, current research has linked biological factors to many emotional disorders.

One of the basic human needs is the feeling of belonging. This is especially true during the period of adolescence when peers easily influence each other. According to Maslow (1962) the need for affiliation can be met only after safety and physiological needs are satisfied. Maslow emphasizes how important a sense of affiliation is in creating the foundation for healthy emotional development.

Another problem for students who suffer from an emotional disability, one that is not recognized outside of the educational system, is that they are often viewed by adults, including mainstream teachers, as lazy, manipulative, insubordinate, disrespectful, and out of control trouble makers who do not belong in a regular school setting because they interfere with and disrupt the learning process of other students. They are not seen as disabled because they do not have a visible disability such as the mentally and physically challenged or the visually and hearing impaired. Regular education teachers have difficulty accepting the lack of emotional growth as a disability. Two-thirds of teachers reported that their college coursework was poor preparation for teaching emotionally disabled students (Gunter & Denny, 1998). In the secondary school system most teachers see 100 to 150 students each day. Time does not allow for teachers to develop a relationship with students who are suffering from an emotional disability and in need of additional support both academically and emotionally. Dissatisfaction with school programs leads to failure to attend school regularly, which leads not only to academic failure, but puts students at risk for later employment failure, criminal convictions, substance abuse and a variety of other difficulties (Edgar & Siegel, 1995).

Among the biological factors that may contribute to the development of emotional disorders are genetics, temperament, brain injury, and depression. There is strong evidence that many children are born with a genetic predisposition toward emotional disorders. The first

indicator can be in the temperament of a new born. However, being born with this predisposition does not necessarily mean these tendencies will evolve into an actual disorder. Although teachers need information on biological factors, the primary focus needs to be on how the classroom environment might affect a student's emotional growth (Kaufman, 1997). A strong supportive environment can teach coping skills that are needed to avoid social-emotional difficulties (Boyles & Contadino, 1997). Genetic factors are known to contribute to a variety of emotional disorders. In some severe disorders, such as schizophrenia, the genetic connection is clear, but how the gene system works remains obscure. For most types of emotional disorders the genetic link remains unclear and environmental factors appear to be more important (Kauffman, 1997).

A wide range of emotional disorders has been attributed to brain damage, such as problems of hyperactivity, impulsivity, and inattention (Hallahan, Kauffman, & Lloyd, 1996). Many serious emotional problems could be related, at some level, as a matter of structural or chemical problems of the brain.

Childhood depression was at one time looked upon as just a normal part of human development; however, today it is recognized as a serious disorder. Depression is part of a larger category of mood disorders described in the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV, 1994). The onset of depression during the teenage years can be gradual or sudden, brief or long-term; and it can be associated with other disorders, such as anxiety, eating disorders, hyperactivity, and substance abuse. Although the incidence of more severe depression in all teenagers is reportedly less than 10 %, many symptoms (e.g., sadness, poor appetite, physical complaints) do exist in varying degrees of intensity (Oster & Montgomery, 1995.).

In conclusion, emotionally disturbed adolescents are failing academically and socially-emotionally due to the following three causes: a lack of affiliation within the school setting, the inability of mainstream classes to meet their emotional needs, and the presence of biological factors. Emotionally disturbed students are unable to develop and maintain friendships, which prevents them from developing a sense of affiliation. They fail to appropriately interact with

peers and teachers in mainstream classes causing them to be removed from regular education classes. Finally, several biological factors have been linked to emotional disorders.

CHAPTER 3

THE SOLUTION STRATEGY

Literature Review

Adolescence is a time of constant challenge and confusion. Teenagers are caught between the security of childhood and its privileges and enjoyment, and the expectation of the acceptance the responsibilities of adulthood (Robbins, 1995). An identity crisis occurs and continues throughout this age. Adolescents are constantly explaining and struggling with their self-awareness and self-confidence. As a result of this turmoil, more adolescents do not feel good about themselves. They are trying to identify their social status among their peers and gain independence. Most adolescents go through puberty with little emotional damage. However, for some, the end results are social isolation and rejection. Their self-confidence is deflated and they often begin to withdraw from their peers or start acting out to receive peer attention (Fox & Weaver, 1990).

After numerous interventions have been explored with limited success, a case study may be warranted. The case study includes a medical history, student interview, learning environment, student observation assessment, academic history and current educational functioning, social developmental study, behavioral evaluation of learning processes and achievement, speech and language evaluation and psychological testing. The team meets to determine if the student is eligible based upon state criteria for each disability. After eligibility is determined, the Individualized Educational Plan (IEP) meeting is held to discuss placement. The team then outlines the adverse effects of the disability. Often it is determined that support can

best be provided in a self-contained special education classroom for students with similar needs (Dickey, 2000).

When students enter a self-contained special education classroom they need to understand and believe that this type of learning environment can be successful for them. A self-contained special education classroom is one where the student spends at least 50% of the school day with the same teacher. This often is a very difficult transition because of the negativeness that is associated with label "special education," and the acknowledgement by the student that a problem exists. Students that have not been in a self-contained classroom since primary school and are placed in this learning environment view it as a step backward and a loss of earned privileges (Kaufman, 1997).

In order for the student to be successful in the special education self-contained classroom, they must first feel like they belong. This type of classroom can provide a safe and nurturing environment where emotionally disabled students can relate to others who have similar experiences. When a student is in a relationship with another, there is potential for belonging because a student who feels good about his/her experiences generally feels connected to others (Borba, 1989). With this positive feeling, students can not only seek out others but also are able to maintain friendships, be cooperative and show compassion toward others. However, the child who suffers from emotional disorders enters high school with feelings of embarrassment, humiliation and personal failure.

A child who has not had a successful elementary school experience will probably continue to experience problems. The child will need support and encouragement from counseling and small group experiences where social skills can be gained to promote social emotional growth (Oster & Montgomery, 1995). Gaining a sense of affiliation requires many positive experiences. It is crucial that students feel a connection to others and can begin to become part of the classroom community.

One of the most critical components to building community in a classroom is a positive

student-teacher relationship. Positive relationships are characterized by trust, respect, and understanding. The positive connection formed within a relationship between student and teacher becomes the foundation for all interactions in the classroom (Meyen, Vergason, & Whelan, 1996). This process can begin within the first 2 or 3 days of the school year when students develop the classroom agreements, policies, procedures and rules by which everyone is willing to live. Students take greater ownership if they create them. By listening to their suggestions the teacher can help them to feel respected and valued. The rules become the community's decision, creating greater unity and a sense of community (DePorter, Reardon, & Singer-Nourie, 1999).

While it has been argued that instructional strategies that are effective for students who are at risk of academic failure are also effective for students with emotional disorders, research is limited (Edger & Siegel, 1995). However, one technique that can be used to teach social skills while promoting affiliation is cooperative learning. "Cooperative learning is an instructional strategy that uses cooperative groups as a tool for creating a more cooperative classroom in which student achievement, self-esteem, responsibility, high-level thinking and favorable attitudes toward school increase dramatically" (Bellanca & Fohgarty, 1991, p. 2).

Researchers agree that cooperative learning is useful in meeting a broad range of academic and social needs. Cooperative learning has a large body of research documenting its positive impact on students' achievement, attitude and social relations (Johnson & Johnson, 1989; Slavin, 1990). It can transform a classroom into a microcosm of society where students learn to appreciate and cope with many different people (Monke & Bear, 2000). According to Bellanca and Fohgarty (1991) there are nine elements necessary for successful cooperative groups: (a) Higher-order thinking skills, (b) social skills taught, (c) group interaction, (d) students alternate roles, (e) individual work is evaluated, (f) group self elevation, (g) homogenous grouping, (h) shared responsibility, and (i) students need each other.

Students with emotional disorders are lacking or weak in these skills. For students with

emotional problems, social reinforcers alone are often inadequate to produce the necessary motivation to support learning and social-emotional growth. As a result, many classrooms use some form of point system or token economy. These have been widely used for over 20 years and have been shown to be effective in improving a wide range of both academic and social behaviors (Kazdin, 1977, 1980; Kazdin & Bootzin, 1972). However, while a point system is an important component in promoting appropriate social-emotional growth, in isolation, its effectiveness is limited (Reitz, 1994). Every student should be deliberately engaged in designing and directing some change in their own life. This elevates the dignity and importance of learning and social emotional growth. This can be accomplished with a point system that allows students to self evaluate their own progress (Appendix B).

This process is referred to some of the literature as self-recording. It requires the teacher to select a target behavior, define it in measurable terms and decide on an appropriate recording technique. The student is instructed in how to use the recording device. The teacher tells the student to determine how many points he or she earned and why. The teacher reinforces students for accurate recording. This method allows students to take ownership not only for mistakes but also, also for successes (Goldstien, 1988). The teacher observed that her emotionally disordered adolescent students often have great difficulty in recognizing their own strengths because most of the focus of their behavior has been negative. For students to experience success they need to be given ample opportunities within the classroom for this to happen. They need to be involved in positive group experiences, which will promote an increase in social-emotional growth. Among the type of group activities that could be considered are class projects, trips and fund raising activities. The more successes they feel, the sooner they will experience affiliation.

The inclusion of students with emotional disorders in regular education classroom is one of the most controversial issues in special education in the 1990s. This controversy is generated by the idea that "all" students, not just "some," should be accommodated in regular classes. No one opposes the inclusion of most students with disabilities in as normal an educational

experience as possible. Least restrictive environment has been a basic concept of special education for several decades. However, for some students with emotional disorders, the least restrictive environment is the self-contained classroom where they can experience success (Kauffman, 1997).

Although mainstreaming may be feasible for many students, there are still questions about the limits to which the concept of integration can be pushed without becoming counterproductive. One of the key factors in keeping adolescents in school is offering instructional programs that engage the interests and meet the needs of students who have emotional disabilities. Many adolescent students whose emotional disabilities are serious, but not considered severe, are known to drop out of high school by the age of sixteen (Edger & Siegel, 1995).

Another strategy for helping emotionally disabled students be successful in school is through teaching to their multiple intelligences (MI). Virtually all students have the potential to achieve if given the opportunity to learn through individual learning strengths. Dr. Howard Gardner, a cognitive psychologist from Harvard University, developed the theory of Multiple Intelligences, which examines the brain's eight intelligences. These include spatial-visual, linguistic-verbal, interpersonal, intrapersonal, musical-rhythmic, naturalist, bodily-kinesthetic and logical-mathematical (Chapman, 1993). According to Gardner, people possess all the intelligences in varying degrees. Each person may have a dominant and secondary intelligence used in the acquisition, retrieval and application of learning (cited in Burke, 1999).

Students who suffer with an emotional disability need real-life experiences to grow in intrapersonal intelligence and interpersonal intelligence, as documented by their Individualized Educational Plans. In Gardner's words, "The intrapersonal intelligence amounts to little more than the capacity to distinguish a feeling of pleasure from one of pain, and on the basis of such discrimination, to become more involved in or to withdraw from a situation" (cited in Chapman, 1993). The intrapersonal intelligence includes being able to reflect and understand oneself. It

enables learners to take greater responsibility for their lives and learning, and to make responsible choices (Burke, 1999). The emotionally disabled student depends on others for making decisions, has no goals or set purposes and makes few connections to learning and life experiences. Daily journals where students can express their feelings are one strategy, which can increase intrapersonal intelligence. Other techniques include goal-setting activities, problem solving skills, student self-assessments of strengths and role-playing real life situations (Chapman, 1993).

Interpersonal intelligence is one that focuses outward to individuals in the environment, with a talent for understanding others moods, temperaments, motivations and intentions (DePorter, Reardon, Singer-Nourie, 1999). Further, it is the capacity to understand and interact with other people with positive results. "It involves verbal and nonverbal communication skills, collaborative skills, conflict managements, consensus building skills, and the abilities to trust, respect, lead and motivate others to the achievement of a common beneficial goal" (Chapman, 1993).

The emotionally disabled teenager believes in solving problems without help form anyone, does not open up to advice, would rather work alone, does not empathize with the feelings and beliefs of others and gets caught in other's problems. In order for the emotionally disturbed adolescents to "fit in" in school and in the world beyond school, they need to participate in cooperative groups where they can learn and practice cooperative social skills. Within the group they need to be given a role that they can successfully accomplish. Providing opportunities where emotionally disabled students can process feelings and ideas with fellow students can increase collaborative skills. Through team building, conflict resolution and other bonding activities emotionally disabled students can process the value of working together (Chapman, 1993). The use of multiple intelligence lessons creates an interest in learning and a motivation to attain goals (DePorter, 1992). In this regard, the emotionally disabled student is no different from other students.

All share the ability to learn and are entitled to the opportunity to maximize their potential.

A final important element to consider when planning for emotionally disabled adolescents is biological factors. Knowledge of biological causes may carry significant implications for prevention or medical treatment, but such knowledge usually has few direct implications for teachers. The biological processes involved in emotional disabilities are extremely complex and new discoveries are being made rapidly (Kaufffman, 1997).

Although biological factors influence emotional stability, environmental conditions within the classroom can modify biological processes. The focus for educators is on creating a safe learning environment for emotionally disabled adolescents while relying on scientists and medical personnel to diagnose and treat the psychological aspects of an emotional disability (Kauffman. J., 1997). Nearly every type of biological factor has been suggested as a possible cause of almost every type of emotional disability (Klorman, 1995).

Research shows that classroom environment or atmosphere is one of the chief psychological determinants of academic learning (Walberg and Greenberg, 1997 as cited in DePorter, Reardon, Singer-Nourie, 1999). Atmosphere, how a space feels, the ambience, represents the affective domain of learning. According to Borba (1989), environments that are most effective in enhancing social emotional growth are those in which students:

- Perceive a sense of warmth and love.
- Are offered a degree of security that allows them to grow and to try new things without overriding concerns about failure.
- Are respected as individuals.
- Are encouraged to have new ideas and opinions.
- Recognize that there are clear and definite limits within the environment.
- Are given rules and standards that are reasonable and consistently enforced.
- Have a chance to succeed at their own levels.
- Are accepted with no strings attached. (p. 20)

Biological factors cannot be an excuse for students to fail. Every child, no matter what his or her genetic background has strengths that must be identified and reinforced. It is the responsibility of the educator to create a learning environment that teaches to the student's strengths (Boyles & Contadino, 1998). By creating environments that engender security and develop strengths, emotionally disabled students can acquire the skills necessary to succeed academically and socially-emotionally.

Project Objectives and Processes

As a result of the creation of a nurturing community within a self-contained special education classroom during the period of September 2000 through December 2000, the targeted emotionally disabled high school students will improve social-emotional functioning and academic achievement as measured by student surveys, progress reports, and teacher made rubric.

In order to accomplish the objectives the following processes are necessary.

1. Data collection techniques will be developed for progress reports, Individualized Education Plans-page 3a,and student surveys.
2. A rubric for recording and evaluating group skills.
3. Cooperative learning experiences will be implemented in sociology class.
4. Group activities that promote healthy social emotional growth and encourage development of a community within the classroom will be employed.

Project Action Plan

One of the most crucial factors in developing a sense of community within a classroom is the creation of an atmosphere that makes students feel important, safe and comfortable. This begins with the actual physical environment, which is beautified with plants, art and music. A room must feel right for optimum social emotional growth to take place. This helps to establish an emotional safety zone at which students are exposed to challenges at which they find themselves successful time after time. This can be accomplished by following methods.

- Arrangement of furniture for cooperative groups of four.
- Foster a sense of community through various classroom activities.

- Increase student achievement by providing opportunities for success.

- Facilitate group/therapeutic sessions, which encourage discussion of student concerns and provide a confidential setting for sharing.

I. Develop activities that promote a sense of community within the classroom
   A. Music
   B. Demonstration of the effects of negative comments
   C. Comfort zone
   D. Gem Story
   E. Classroom meetings
      1. explore Special Education label
      2. develop classroom rules, policies, and agreements together
      3. field trip suggestions and planning
      4. fund raising activities
      5. end of the year trip
   F. Teach the Eight Keys of Excellence
      1. integrity
      2. failure leads to success
      3. speak with good purpose
      4. this is it
      5. commitment
      6. ownership
      7. flexibility
      8. balance
   G. Living above and below the line
   H. Sponsor open gym night
   I. Homecoming Luncheon
   J. Gingerbread village
   K. Holiday Open House

II. Cooperative Learning
   A. Teach students how to work in cooperative groups
      1. heterogeneous groups
      2. assigned roles
      3. develop group names
      4. create poster reflecting group name and uniqueness of each group member
      5. create place mats for student's desks that reflect individual personalities
      6. team building activities
      7. organizational strategies

III. Group Sessions
   A. Structure
      1. no desks, chairs arranged in a circle
      2. confidential

3. one person speaks at a time

B. Topics by teacher
   1. team building trip to Irons Oak
   2. processing field trip
   3. positive personal traits
   4. old shoe/new shoe
   5. family dynamics
   6. further topics to be determined by student needs

C. Topics to be determined by students
   1. Students volunteer to be in charge of group session
   2. determine the topic and activities

IV. Multiple Intelligence
   A. Teach multiple intelligence to students
   B. Integrate Multiple Intelligence lessons into English-poetry and creative writing

Methods of Assessment

In order to assess the effectiveness of the intervention, the following tools and procedures will be followed:

1. Student checklist: The checklist will be administered to 18 students in the self-contained classroom for students with a social-emotional disability by the end of September and again in December. The checklist will also be given to 18 regular education students in September for a comparison of non special education students and socially emotionally disabled adolescents. The checklist contains one hundred items that may be of concern to adolescents. A comparison will be made for the special education students from September to December to determine if the interventions helped to decrease student concerns.

2. Grade point averages: Grade point averages will be used to determine academic achievement. Grades from May of 2000 will be used for tenth through twelfth grades students. No grades from junior high will be used for ninth grade students. Grades will also be used from first quarter of the fall of 2000 for all students.

3. Teacher anecdotal records: Group sessions will be documented on a weekly basis. Follow through of suggestions from therapeutic group sessions will be documented by student self-evaluation using a rubric for a point system. The evaluation is based on attitude, behavior, completing work, cooperation, organization and participation.

CHAPTER 4

PROJECT RESULTS

Historical Description of Intervention

This research project was designed to increase students' social emotional functioning and to enhance academic growth. In order to accomplish this purpose, a learning environment that promotes a sense of community was created.

Data was collected from school records, goal pages of the individualized education plans and psychological profiles. Students were given a survey to determine their emotional status about issues of self-esteem and depression in September. The survey was repeated in December after interventions had taken place. A copy of the student concern list can be found in Appendix A.

A rubric was created for students to self evaluate their weekly behavioral/social performance. It was based on attitude, behavior, completing work, cooperation, organization and participation. Students earned up to 36 points, which were then converted to a percentage, and a letter grade was given for that week. Reflection and an explanation for the points were also part of the rubric. A copy of this can be found in Appendix B. Weekly feedback was given to the students with regard to acceptable or unacceptable point choices.

Music was utilized extensively to create a structured and inviting learning environment. Soft music was played while students were doing individual work. This was done to give them a sense of tranquility and to promote thoughtfulness. Upbeat music was used to stimulate small group discussions and to get creative juices flowing. To promote social growth and to energize

students, lively and loud music was used at the beginning of each class period. Students were required to stand, clap to the beat and then walk around the room and hi-five or greet 5 people before the music stopped when they were to be in their seat. One day a week a designated student is allowed to bring in approved music. When students are allowed to play their music they gain a feeling that their thoughts and tastes in the adolescent culture are all right in this classroom. This helps to create a comfort zone, which ultimately leads to a sense of trust and safety. Learning how to extend this comfort zone and change it into a learning zone, which will benefit students inside and outside of this special education classroom, was taught in a lesson found in Appendix C (DePorter, Reardon, & Singer-Nourie, 1999).

Weekly group sessions (class meetings) were held as part of the affective curriculum to promote social and emotional growth and to create a feeling of belonging. During the first week of school, class meetings were held daily to help create an environment of community. After the first week, sessions then took place weekly. The topics turned to more serious social emotional issues. Confidentiality was stressed and group rules of respect were followed.

One of the first topics covered during the first week of school was the exploration of the label of special education and what it means to each of the targeted students. Next, everyone worked together to develop classroom rules, policies, and agreements. These classroom expectations were developed around the words respect, work, and belong. Also ideas for field trips and an end of the year overnight trip were explored. Students also voted on fund raising activities to help support some of these trips especially the end of the year trip.

Teacher run sessions often included an activity or a demonstration followed by discussion and a journal reflection. Some of my topics included goal setting, personality, new shoe/old shoe, and family dynamics. A copy of these activities can be found in Appendices D-G. The gem story

(DePorter, Reardon, & Singer-Nourie, 1999) was used to demonstrate the importance of listening while in a group session or during academic instruction. A copy of this can be found in Appendix H. The effects of teasing and negative comments were demonstrated using a red paper heart that symbolized a person. Students are instructed to call negative comments that they have heard or used that could have been hurtful. While they do this I crumbles the red paper heart. This exercise can be found in Appendix I.

Students were taught lessons in accepting responsibility for their own behavior using a strategy called "Living above and below the line" (DePorter, Reardon, & Singer-Nourie, 1999). This is included in Appendix J. Lessons in the eight keys of excellence were used to provide the framework for a supportive, trusting environment where each person is valued and respected (DePorter, Reardon, & Singer-Nourie, 1999). These were taught directly and then incorporated throughout other content areas. This is found in Appendix K.

Students had opportunities to volunteer to be in charge of a group session. They were responsible for selecting a topic and keeping the group focused on the topic. I meet with the students prior to the group session to discuss and approve of their ideas and strategies. Topics suggested by students included dating, drugs and alcohol, pregnancy, parents and siblings, sexually transmitted diseases, stereotyping and teachers.

Heterogeneous cooperative groups of 4 were formed within the first week of school. Cooperative groups were used to foster a sense of affiliation. The groups were provided with many opportunities for social interaction. An indoor tailgate homecoming luncheon was prepared and hosted by the students during the football season for about 100 students and staff, including the district Superintendent. In December students worked to create individual gingerbread houses or buildings from gingerbread, frosting and assorted candies. Students

worked in groups to design a background and to display these in the classroom. Several teachers brought their classes to view these unique and individual gingerbread houses.

The gingerbread village was on display during the family holiday open house luncheon where students prepared an array of gourmet foods for families and various staff members. The luncheon was attended by 84% of the student's families in addition to about 100 staff members from the building.

Team building activities were designed so that students could get acquainted, develop a team identity, provide mutual support to one another, accept value differences and to develop a sense of belonging. A copy of these activities can be found in Appendices L-T.

Multiple intelligence activities were used to address the varied needs and learning styles of the students. Multiple intelligence activities were implemented in sociology class. Students were first given The Teele Inventory for Multiple Intelligences (TIMI, 1995) to indicate their own modality preference(s). Activities were designed to promote higher level thinking skills, creativity, and social skills and to develop an understanding of self in relation to cultural likenesses and differences. The novel, "Lord of the Flies," was read and analyzed for a 7-week period. This novel was selected because it focuses on the building of a new community by a group of young adolescent boys who are stranded on a deserted island. Throughout the reading parallels were made about forming a community in the story and in our classroom. A sample of this unit can be found in Appendix U. Student academic achievement with regard to understanding the novel was determined by administering teacher made tests throughout the reading and a final exam upon completion of the novel. A copy of this test can be found in Appendix V.

Presentation and Analysis of Results

In order to assess social emotional growth of the 18 targeted special education students, they were given a checklist, Appendix A, referred to as a "Concern List," before and after the interventions. This concern list included a total of 100 statements; 38 statements related to depression, 42 to self-esteem and 20 miscellaneous items. Miscellaneous items were all of those that did not fit into one of the other 2 categories. These results are reflected in the following chart.

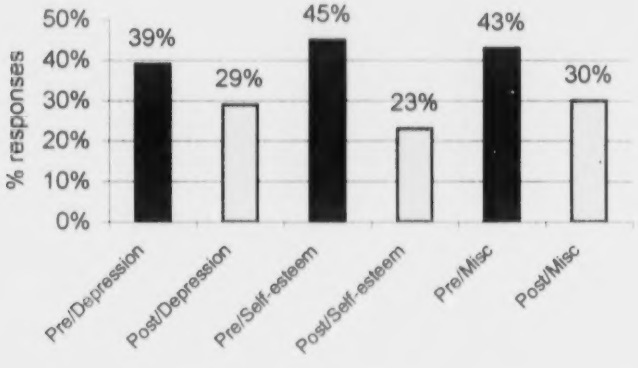

Figure 4. Results of student survey comparing emotional issues before and after interventions had taken place.

The data show a notable decrease in the number of responses. Depression concerns dropped from 39% to 29%, self-esteem from 45% to only 23% and miscellaneous concerns decreased from 43% to 30%. The possible responses for miscellaneous items were 360, depression was 684 and self-esteem was 756. In September the targeted 18 students checked 154 miscellaneous items, 343 self-esteem and 268 depression statements. After interventions had taken place in December the same students checked 107 miscellaneous items, 171 self-esteem and 198 depression statements.

To further document social emotional change, the points that students earned when they self evaluated using the rubric found in Appendix B, were charted for 12 weeks. The maximum number of points that could be earned by the entire class for one week was 648.

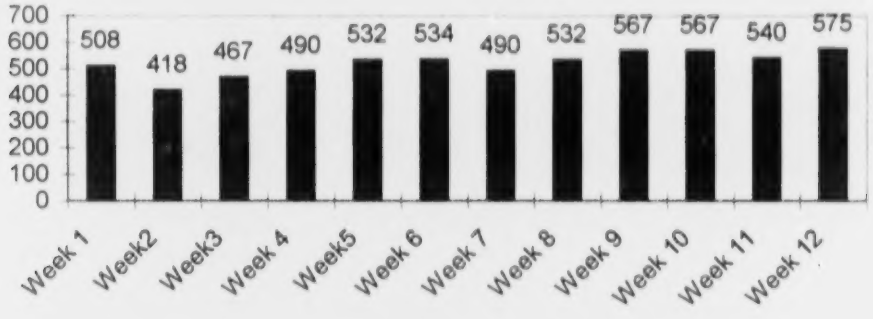

Figure 5. Total points earned by entire class weekly.

The data indicate that the first week of school was very successful but the second week the points began to decrease. It is not unusual for students to do very well the first week and then things begin to level off. The points began to increase after the second week and continue to do so until week 7 when there was a slight decrease. One of the things that may have contributed to this decrease was the return to the hospital of one of the students after returning to school for only one day. After week 7 the points continued to increase again until week 11. This decrease can be related to Thanksgiving break when several students were absent on Wednesday and also students were very anxious for the holiday break.

During week 1 of the intervention students earned 78% of the total points possible. By the second week the points dropped to a 65%. Points continued to rise for weeks 2-7 with an 83% in week 6 but decreased to a 76% the following week. However, starting again with week 8 the points earned continued to rise to an 89% by week 12.

In order to assess academic growth in all subject areas for the targeted special education students, grade point averages were compared before and after the intervention. This information can be found in the following table.

Table 2

Grade Point Averages for October and December

Student	GPA October	GPA December
A	2.83	2.17
B	1.5	2
C	2.67	0.57
D	2.33	2.17
E	0.67	2
F	1	1.24
G	2.67	2.33
H	2.42	2.66
I	2.67	2.71
J	3.17	3
K	1.63	2
L	0.6	1.2
M	3.83	3.67
N	1.33	1.33
O	1.55	1.94
P	1.33	1.83
Q	1.84	2.4
R	1.2	1.28

Increased
Decreased
Same

Note. Shading indicates those students who increased, decreased, or remained the same from October to December.

In order to document changes in academic achievement, grade point averages (GPA) were used from the end of the first quarter of the school year in October and the second quarter in December. This GPA is from six classes. However, not all of these classes were in the

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targeted self-contained classroom. Only the freshman students were 100% self-contained. Other students had 1, 2 or 3 mainstream classes. The findings show a 61% increase in GPA, 33% decrease and 6% stayed the same. The grade point averages that decreased were all freshman with the exception of one. One freshman stayed the same and one increased by .50. The one freshman student whose GPA decreased dropped out of school two weeks before the end of the semester.

Conclusions and Recommendations

Based on the presentation and analysis of the data on social emotional growth, the students' showed significant improvement in social emotional functioning. According to the student survey about self-esteem and depression issues, targeted students showed a decrease in the amount of time and energy that they exerted worrying about social emotional concerns. As noted in my journal, much less time and energy was devoted to dealing with individual emotional issues. Through the creation of an environment that fosters a feeling of belonging this empowered the students to step out of their comfort zone and risk participation in group sessions, sharing their stories with their classmates, and being open to trying new strategies to deal with emotional issues. Weekly group sessions were used to implant ideas about how to deal with problems and to overcome obstacles that have interfered with social, emotional and academic success. It also creates a language of support as well as standards for treating one another with respect. With instructions in appropriate methods to deal with social emotional concerns, the targeted special education students appeared to have internalized the skills being taught.

A noticeable improvement was seen in the six targeted cooperative learning skills that included attitude, behavior, completing work, cooperation, organization, and participation. This

is evident in the number of points that the students earned during this period of time. The more points earned by the class indicate that students were able to perform better socially, emotionally and academically. As a result of direct instruction in teamwork, students were able to function more effectively within the classroom and their cooperative learning groups. Teamwork activities were highly motivating and productive for all of the students. I observed several positive things happening in the classroom through the use of teamwork activities; created a new enthusiasm for learning, a strong desire to participate in all classroom events, enhanced self-esteem, and sense of affiliation for all the students. Class time was used to work together as a community and to complete assigned tasks. By the culmination of the research project, the quality and the quantity of peer interactions had greatly improved since the onset of the project.

Another highly motivating addition to the curriculum was the use of multiple intelligence lessons and units. Not only did these sessions help to develop an awareness of students' personal learning styles for me, but also for the students. These lessons also help to develop students' higher-level thinking and decision-making skills but they gained an awareness of their learning strengths. Through this they were much more able to accept the idea that although they were not as strong in some areas, this did not indicate a weakness in intelligence, and this was not the reason why they were in a special education class. I believe that the theory of multiple intelligence is the key to success for all children and especially students in special education classes.

Finally the increase in the GPA scores for the targeted students indicates an increase in academic achievement. Interestingly the students whose GPA did not increase were the freshman students. There are several factors that may have contributed to these results.

First, it is not unusual at the beginning of the semester for freshman to be naturally self-motivated by the newness of the high school. This is particularly true for these targeted special education students who were given an opportunity to attend a regular high school after being in a small therapeutic school for the last 2 to 4 years.

Also, from October until the end of the semester is a difficult time of the year for the average freshman to stay focused and emotionally disabled student would have even more difficulty. The targeted special education students use a great deal of energy to contain social emotional issues. After they begin to feel comfortable in a new school environment many of the social emotional issues begin to surface and this becomes the main focus of their success or failure.

Next, from the end of the first quarter to the end of the second, there is a more heightened emphasis placed on social emotional activities rather than on academics. Although, students are expected to complete all assignments, it is difficult for these targeted special education freshman to juggle both.

Additionally, during this last quarter I was ill for almost 3 weeks and a substitute teacher was in the classroom. During this period of time the material that was being introduced was more difficult than the subject matter taught at the beginning of the semester. Academics suffered because of this, especially for the freshman students because they are self-contained all day with the same teacher. Other students are in some regular education classes and higher academic performance in these classes helped to offset the lower academic achievement in the self-contained classroom.

Finally freshman have not had previous experience with cumulative final exams. Due my illness they were not adequately prepared for this experience. This was an extremely stressful

event for the freshman students and this was evident due to their behavior during this block of time and their low final exam grades. The grades did not reflect their best efforts.

Upon reflection of this action project, I noted that in order to accomplish the project objectives, I had to completely commit myself to the project with honesty, hard work and perseverance. This included being willing to open myself up to my students and allow them to know me as a person, not only as a teacher. The ambience of the classroom had to be one of belonging and nurturance. It required the creation of a classroom that spoke to my students about acceptance, safety, honesty, diversity, sincere caring, and tolerance. The students need to know that this was a place where they are allowed to reveal their worst behavior, yet still receive acceptance by the teacher in a caring manner. When a poor choice results in a suspension, students needed to know that they are welcome to return to the classroom.

Addressing emotional problems often involves a re-education in living. These students have developed emotional and behavioral patterns to deal with their environment that helped them survive and alleviate pain. Much of the task is re-education in behavioral patterns that will lead to emotional health and productive relationships with others and their environment. This re-education process begins within a classroom that fosters a sense of belonging.

In conclusion, I believe that students with emotional disabilities often have not yet found a place in school where they feel that they can fit in, where they belong. That in order to reach these students the teacher must first create an environment where students want to be and where they feel valued and safe. Although this is true for all students it is especially true for the emotionally disabled adolescent student who will soon be leaving school and has not yet discovered this in his or her life. When students feel disjointed, at odds not only with their surroundings, but also within themselves, a sense of community must be established to help

make them see and understand that they are truly part of a whole. By utilizing the techniques and strategies previously described, I can help the emotionally disabled adolescent transfer the newly acquired social skills from the school community to the community at large, which is the ultimate purpose of education. This action research project has served to reinforce this belief.

I recommend that in self-contained classrooms for emotionally disabled adolescents more strategies such as multiple intelligences, cooperative learning, team building and collaboration be utilized. These are the keys to reaching this special population. Once that has been achieved then the academic achievement begins to happen and the students are able to utilize new techniques to deal with emotional problems.

I feel that as a result of this project, I have established a sense of belonging and unity in my classroom through the use of music, open communication, team building, discovering learning strengths and differences, and inclusion. The feedback from the targeted special education students has been very positive and encouraging to me to continue developing strategies that will increase student academic achievement while helping students learn to overcome social emotional problems and discover who they are and what they are all about. Students need to know that we care before they care what we know. I believe that one way to do this is through the creation of a caring learning environment where students can feel that they belong and can achieve academic success that will transfer into adulthood as happy and healthy contributing members of society.

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Appendices

Appendix A
Student Survey

Directions: Read each item on the list carefully and if the statement describes something, which is a concern in your life, put a check in the column marked concerns. If an item is not or has not been a concern during the past month, do not check it at all.

Concerns

1. _____ **Sometimes feelings are not real.**

2_____**Having difficulty making decisions.**

3. _____**Having a poor memory.**

4. _____**Having trouble understanding what I read.**

5. _____**Feeling I am a failure.**

6. _____**Sometimes feeling life is hardly worthwhile.**

7. _____**Having a troubled or guilty conscience.**

8. _____**Daydreaming.**

9. _____**Constantly worrying.**

10. _____**Sometimes afraid of going insane.**

11. _____**Sometimes feeling forced to perform acts.**

12. _____**Bothered by thoughts running through my head.**

13. _____**Too easily moved to tears.**

14. _____**Getting to little or too much sleep**

15. _____**Feeling tired much of the time.**

16. _____**Bothered by thoughts of suicide.**

17. _____**Feeling really stupid when I make a mistake.**

18. _____Feeling that I have to prove myself to others.

19. _____Feeling that I'll probably fail, no matter what.

20. _____Like to exaggerate things to impress others.

21. _____Don't feel comfortable expressing my opinion.

22. _____Put myself down a lot.

23. _____Don't want others to know who I really am.

24. _____Compare myself with others a lot.

25. _____Feel uncomfortable when someone compliments me.

26. _____When someone is very nice to me, I wonder why.

27. _____Avoid things that could end in disappointment.

28. _____I think a lot about how lucky other people are.

29. _____Don't feel joy and happiness as much as others.

30. _____Think a lot about what others think of me.

31. _____Apologize a lot.

32. _____Minimize my own strengths.

33. _____Feel jealous a lot.

34. _____Poor appetite

35. _____Stomach trouble.

36. _____Troubled by headaches

37. _____Not mixing well with the opposite sex

38. _____Lacking self-confidence.

39. _____Being timid or shy

40. _____Drinking too much.

41. _____Lying too much.

42. _____Being stubborn or obstinate

43. _____Too self-centered.

44. _____Having a bad temper.

45. _____I take drugs frequently.

46. _____Having feelings of extreme loneliness.

47. _____Not having enough social life.

48. _____Being alone too much.

49. _____Death in my family.

50. _____Worried about a family member.

51. -_____In love with someone my family will not accept.

52. _____Parents sacrificing too much for me.

53. _____Drinking by a family member.

54. _____Wanting love and affection.

55. _____Not being understood by family.

56. _____Having an unhappy home life.

57. _____Not getting along with a member of my family.

58. _____Too much quarrelling at home.

59. _____Being too uncomfortable with sex matters.

60. _____Repelled by thoughts of sexual relationships.

61. _____Finding it hard to control sex urges.

62. _____Thinking too much about sex.

63. _____Needing information about sex.

64. _____Troubled by friends pressuring me regarding sex.

65. _____Sexually attracted to someone of my own sex.

66. _____Wishing I were the other sex.

67. _____Wanting a job.

68. _____Afraid of losing my job.

69. _____Needing a job.

70. _____Unsure of my job skills.

71. _____Aware of my family having money problems.

72. _____Too little money for recreation.

73. _____Trying to forget an unpleasant experience.

74. _____Sometimes I like people because of my race.

75. _____Sometimes I don't like people because of their race.

76. _____Wanting more chance for self-expression

77. _____Wanting more personal freedom.

78. _____Wanting to improve my appearance

79. _____Wanting to improve my mind.

80. _____Reaching a goal I have set for myself.

81. _____Being treated unfairly by others.

82. _____Having too many decisions made for me.

83. _____Not using my leisure time well.

84. _____Difficulty talking to teachers about school needs.

85. _____Find school difficult.

86. _____Find I cannot concentrate on schoolwork.

87. _____Sometimes feeling I have a learning problem.

88. _____I miss more than three days of school a month.

89. _____I place too much emphasis on winning.

90. _____I would like to hang out with different friends at school.

91. _____I feel uncomfortable and back off when I am facing something new.

92. _____I spend hours wishing my body were different.

93. _____I sometimes wish I could change my appearance.

94. _____Given the opportunity, I would try to avoid bathing once a day.

95. _____Of people really knew how I really feel, people would find me a caring and sensitive person.

96. _____If people really knew how I really feel, people would find me a selfish and insensitive person.

97. _____I really don't do anything in my spare time.

98. _____I would like a hobby or something to pass time.

99. _____I wish I were good at something.

100. _____ There are time I feel I can't do anything right.

Thank you very much for your cooperation. See me for a treat.

Mrs. Sullivan

Appendix B
Student Point Sheet

Name_____ Week of_____

Student Self-Evaluation for ABC COP Point System

	0 Points	1-2 Points	3-4 Points	5-6 Points
Attitude	*Unexcused absences. Negativism Unwillingness to listen.*	*Limited cranky mood and taking it out on others for 60% of the day. Unwilling to accept responsibility for your mood.*	*Upbeat, positive attitude 80% of the day. Encourages other when they are down.*	*Open minded, positive attitude even when things are difficult. Never gives up. Positive comments to peers and teachers.*
Behavior	*Disrespectful to Staff. Inappropriate language. Disruptive all periods and removal from classroom Unexcused absence.*	*Willing to take redirection. Asking for time to pull self together. Seeking appropriate resources.*	*Follows school and classroom rules 80% of the time. Shows respect at all times to teachers.*	*Follows school and classroom rules 90%-100%. Sets example for other students and welcomes new students.*
Completing Work	*Completed Nothing. Unexcused absence.*	*Completes 60% of the work.*	*Completes 80% of the work.*	*Completes 90%-100% of the assigned work. Does extra credit work.*

Cooperation	*Uncooperative. Refusal to work with peers and or teacher. Unexcused absence.*	*Tries to work things through and work with others. Willing to try doing their part to complete group project.*	*Works to include everyone in the group and is cooperative 80% of the time.*	*Demonstrates Cooperation with all members in the program and teachers at all times.*
Organization	*No materials. Unexcused tardy. Unexcused absence.*	*Materials 60% of the time. On time for class 60% of the time.*	*Materials 80% of the time and no unexcused tardies.*	*Has materials at all times and uses the organization containers at all times.*
Participation	*Refusal to answer questions and to participate in classroom activities. Unexcused absence. Sleeps in class.*	*Contributes to class only when it is interesting and easy.*	*Participates in classroom activities 80% of the time and encourages others to do the same.*	*Participates in classroom activities 90%-100% during class and on weekends and after school.*

SCALE ***A=32-36 Points***
B=29-31 Points
C=25-28 Points
D=22-24 Points
F=Less than 22 Points

HINT: Some points are better than none.
There is a difference between a "0" F and a" 21" point F.

HOW DO YOU FEEL YOU DID THIS WEEK? EXPLAIN.

YOUR SELF-EVALUATION GRADE_____.

MY GRADE_____.

Appendix C
The Comfort Zone

Objectives:

- Learn the phrase "learning zone".
- Provide the context for risk-taking
- Consider the possibilities and choices when living in the learning zone.

Preparation:

- Flipchart paper
- Assorted colored markers
- Examples from your life that you are ready to share

Discuss with your students what would their life would be like if they knew they couldn't fail? If everything they did would be a success? How would they live their life? Would it be different than how they're living it right now? Let those questions and answers simmer for a while. Then begin a conversation about what limits us from our successes.

When we are limited by a set way of doing something we refer to it as "living in a box". *Draw a small box in the middle of the flipchart paper or on the chalkboard.* Discuss how we tend to trap ourselves in one way of thinking or on way of doing things. As a result, we get the same or similar results over and over again. This can become discouraging after a while. Ask students to raise their hand if they've ever experienced this. Explain that if we can bust out of un-useful paradigms, the results can be incredible. Ask how many students have ever heard of the "comfort zone".

Refer to the box on the flipchart and begin discussing the meaning of comfort zone. "Let's say that inside this box is everything we are comfortable with, everything we know, everything we have done in the past, all of the conversations we've had, all the places we've been". *Write, "comfort zone" on the outside edge of the box.* "There are all kinds of things inside this area. So, what do all of these things have in common?" *Elicit, "they are familiar, they are known." Write "familiar, known" on the flip.*

Discuss what would happen if we never went outside of this box-if we never experienced anything new? *Elicit, "life would be boring" on the box.* Discuss the opposite of boring. Elicit "exciting."

"If something interesting happens as we move out of the box, out of our comfort zone. As we move from the known and the familiar into the unknown and unfamiliar, how does it feel." *Elicit, "awkward", "uneasy", "and fearful."*

Ask students to remove materials from their hands and to cross their arms. Notice which arm is on top. Wait. Now, uncross your arms, and recross them with the other arm on top. Wait. Notice how it feels. A bit awkward? Was there a little hesitation as you crossed them the other way? It can feel awkward and uneasy moving outside the comfort zone.

Discuss how many have done rollerblading, skateboarding, or skiing, sailing-something that had to be learned. Use rollerblading as an example and think about the first time you tried to roller blade. At first when you put on those hot new blades you may have fallen flat on your face. That certainly feels awkward and uneasy! Moving outside the comfort zone means there are moments of feeling awkward, uneasy and uncomfortable. So, if the inside of our box is our "comfort zone" where things are known and familiar, what is outside of the box? *Elicit and writ "uncomfortable", "unknown".*

Point out that in this area outside of the comfort zone, the name of the fame is "Risk". Things that we are doing out here, we do not do perfectly and easily, so it's risky to be out here. Especially in today's society where we think we have to "look god" all the time. Sometimes, outside of our comfort zones we don't "look too good." A face-plant on the sidewalk when I'm learning to roller blade doesn't look too good.

We can find ourselves hesitant to move into new areas, outside the comfort zone, because we're afraid of not doing it right, or simply because it is uncomfortable. The comfort zone is where we feel comfy and in here, we avoid feeling uneasy and awkward. And to stay in it all the time is, point *to the boring and elicit "boring".*

Every time we travel outside of the comfort zone, we're not just going where things are uncomfortable; we are going into our own uncharted personal territory; we are going into excitement.

Learning Zone

We call this area-the exciting territory- the learning zone.

Write "learning zone" on the flip.

This is where we grow and stretch to expand our capabilities, experiences, and perspectives. If we stretch and take risks, we learn and experience things we may never have know were possible. This is where we learn. *Write "learn" on the flip.*

The incredible thing is that as we do new things outside our learning zone, they eventually become part of our learning zone. Our learning zone grows and grows as we learn more and more. You know, boredom is a fascinating phenomenon. It's a sign. A sign that learning is not happening. Humans are designed to learn. Consider this: If our days are going by without feeling inspired or challenged, we aren't growing.

Students share in partners the difference between comfort zone and learning zone, and provide examples from their lives when they've played it "comfortable."

From Quantum Teaching (DePorter, Reardon, Singer-Nourie)

Appendix D
Positive Personal Traits

This activity was part of a group session on fostering a positive sense of self. The session began with a nonthreatening topic about the special uniqueness and traits of pets. All of the students either currently have, or have had in the past, a pet. One at a time students shared information about their pets. Students had to include what things made their pet so special, i.e., special tricks, watch dog, special breed, age, intuitiveness or anything that made their pet unique. After much sharing about pets we began to discuss how this related to people. Was it always easy to find positive things in all the people that we know?

Then I asked for a student to take a risk and volunteer to go in the middle of our group. Once the student was sitting in the middle of the group, everyone took turns saying one thing that they really liked about that person. To model how to do this I spoke first about the positive personal things that I saw in the student. Everyone in the group had a chance to be the person in the middle, including the teacher.

Next, several different kinds of candy bars were placed on a desk. Each student was allowed to pick one candy bar after they explained how they were like that candy bar. To end the session, each student was given a piece of paper with the name of a classmate. Before they could eat their candy, they had to write a note to the person, whose name was on the paper, telling them what they thought were some of their positive personal characteristics. While they ate their candy bars, the students had to do a journal reflection listing what they felt were their own positive personal traits.

Appendix E
Old Shoes/New Shoes

Old Shoes/New Shoes is technique that I use early in the year to demonstrate the need for supporting new students and the special education label. It is one of the group activities that are used to help create a sense of belonging. Several pairs of shoes are put on the floor in the center of the group. This includes a pair of old gym shoes, comfortable flat shoes, shoes with a slight heel, or any other old shoes that show obvious signs of wear. There are also two pairs of new shoes, one not worn at all and one that shows few signs of wear.

The session begins with a discussion of what the shoes look like, which ones look comfortable and why? How did they get that way? Which ones would you prefer to wear? Can the shoes be worn for all the same occasion? After some time is spent on talking about the shoes, the discussion then begins to focus on the classroom and how it relates.

Students explore the idea that just as it takes time for the shoes to become comfortable and to be the shoes that we want to wear all the time, it takes time to be comfortable with being in a special education classroom especially in high school. The label needs to be explored and everyone needs to understand how and why it applies to him or her. The old shoes/new shoes are also used to help students remember that when they were new to this program they were very uncomfortable and until they felt as if they fit in and belonged they were like the new shoes. Now they have been in the program for more than one year they are like the old shoes. However, if they have been in for less than a year they may still be like the shoes that are still somewhat new and not completely broken in.

The session ends with each student completing a writing assignment. They are required to take on the role of an old shoe and write a letter to a new shoe telling them what they need to do to become a comfortable fit. The journal assignment was a reflection about what the connection is between them and what they wrote in the letter.

Appendix F
Family Sculpture

A technique called family sculpturing is used to explore family dynamics and relationships. As students are seated in a circle they are asked to share with the group the names of their family members, that is, mother, father and siblings. Students who are foster children share the information about their foster home unless they chose to do their biological family. This is also true for children who live in group homes.

I model the activity and then each student has an opportunity to create a human sculpture of his or her family. Students are selected from the group to role-play my family members. They stand where I place them and this represents how they relate to each other. Family members are then identified to the group and their place in the family. For example, if parents are divorced and a student has very little contact with one parent, then that parent will be placed far away from the rest of the family. The group then exams the family and points out that one parent is far outside the family circle. Each student has an opportunity to do this and share how he or she feels they fit into their family.

The journal assignment following this activity is a reflection about what they can do within their family to help things run smoother.

Appendix G
Goal Setting

This is a goal setting technique that is used as part of our group sessions.
Each student is given a piece of paper numbered between 1 and 15.
Fifteen paper plates numbered 1 through 15 are placed on the floor in a single line. Students are called on one at a time to go stand beside the plate with the number that corresponds with the number that they have on their paper. Students are then asked, "How old will you be in that many years? What do you see yourself doing at that point in your life?"

After each student has had an opportunity to share I go through the fifteen years that are represented on the paper plates and demonstrate how my life has changed since I graduated from high school. I will go through my life to where it is today and mention any detours that I had to make along the way and/or any goals that had to be altered or changed. Also, point out that the process had to be ongoing in order to accomplish goals.

Following my demonstration, students are paired and each pair of students starts at year number one and silently and slowly walks through the fifteen years and visualize how they will accomplish their goals and how life will change for them in this process.

When everyone is finished, everyone is instructed to close their eyes for about 2 to 3 minutes and visualize how they will look and what they will be like.

Following the group session students will complete a journal assignment. They will reflect on their visualization of themselves during the next 15 years. How will you change physically? Socially? Life style?

Appendix H
Gem Story

A man walked along in the hot sunlight through an unfamiliar area. He had been walking all day when he got an uncomfortable feeling in his stomach and began to worry that he might be on the wrong road. Just then he was startled to see an old, old, man sitting up against a tree. The old man's white hair sparked in the sunlight as he sat with his arms crossed and his heed resting on his arms.

The surprised traveler ran right up to the old man and asked, "Excuse me, excuse me, are you OK?" The old man didn't move and gave no response. The traveler got down on one knee and touched the man's shoulder, asking again, "Excuse me, are you OK?" Again he got no response!

The traveler stood up to leave and, without warning, the old man's head raised, his eyes wide open. In a weak, creaky, old voice he said: "Just keep traveling; you are on the right road. Before you cross the river, gather up all that you can of what you find there, because you can never go back." His eyes closed and his head dropped once again to rest on his arms.

The traveler waited, then finally turned and continued down the road in the hot sun, telling himself the old man must be crazy. Then he thought about what the old man had said and laughed to himself. "There probably isn't even a river!"

The traveler continued walking and finally came to a huge hill. When he reached the top, he saw a big, beautiful river flowing swiftly at the bottom of the road. Excited, he raced down the hill and jumped right into the cool water. Scooping the water into his hand, he threw it into the air and danced around as the drops fell on him. Suddenly he stopped, as the old man's words came back to him: "Before you cross the river, gather up all that you can of what you find there because you can never go back."

Looking around, the traveler saw nothing except the usual twigs, stones, and reds of grass. He thought, "The only things to gather here would be these stones, but why would I need these? Maybe to fight off a wild animal, but I really don't think so." But he bent down anyway and gathered some stones and placed them in his pocket. Then he turned to cross the river, but before he did, he stopped and thought, "This is the craziest thing I have ever done." Then he crossed the river.

The sky grew dark, and the traveler became tired. So he decided to get off the trail and set up a small cap. He quickly fell fast asleep. About midnight, he awake sharply and stood up. He gazed at the full moon that lit up the whole sky. But he grew angry when realized what had awakened him. He had rolled over on that d\ridiculous handful of stones in his pocket. So he reached into pullout the stones and toss them away. As he did so, the light of the moon caught the stones. To his amazement, they had all turned into precious gems—diamonds, emeralds, rubies, and sapphires! Then he had a moment of regret as he thought, "I wish I had gathered more before I crossed the river."

This class is like the riverbank, littered with stones that may turn into precious gems if you pick them up. Just as the old man couldn't make the traveler gather as many stones as his pockets would hold, neither can I make you gather the nuggets of wisdom offered here. Nor can anyone else. I can and will, however, encourage you to gather up as much knowledge as you can before you cross the river because you can never come back to this moment. (Pull from your pocket a handful of sparkling colored glass 'gems'-one for each student).

From Quantum Teaching (DePorter, Reardon, Singer-Nourie)

Appendix I
Red Heart-Put Downs

This demonstration is used to symbolize the effect of put downs and name-calling. Cut a heart shape out of red construction paper. Hold this up to the class and explain that it symbolizes a person. Ask them to call out some put-downs that they have heard, or used, and some names that they have been called. After about three or four put downs begin to crush the paper and with each additional comment continue crushing it until it is a ball of paper. Discuss what has happened to this symbolic person. What can be done to correct this? Lead students to suggesting that positive and kind things need to be said to this person.

Elicit positive comments from the students that they might say to this person. After the first three or four, begin to open the red heart up. When the heart is opened up all the way, ask the class if the heart looks the same as it did before the put-downs. Elicit the response, "No. It is all wrinkled."

Explain that this symbolic person will never be the same because of the name-calling. However, the more positive experiences that this symbolic person has the less scarred they will be. The red heart is then hung in a prominent spot within the classroom for the reminder of the school year. Any time that a student makes a negative comment about another student remind them of the red heart and ask them how they are going to correct, or make restitution for the negative comment.

Appendix J
Above and Below the Line

Objectives:

- To have students look at the way they present themselves in a new light
- To give students a vocabulary and experience for taking ownership of actions, words and reactions
- To give students a way to feel more personal power in their actions and more integrity in their choices
- To introduce language and standard of "Above-Below the Line," for reference and practice throughout class

Preparation

- Make sure that you are good in leading the Simon Sez portion of the piece-that means fast, tricky (touching nose but saying "Simon Sez touch you mouth" and such) and able to get many people "out" quickly, all people out eventually.
- Go over the major distinctions of this piece carefully with peers before you deliver it to students. You should be able to easily site the differences between examples they may offer.
- Practice using the information in this piece personally for awhile before you deliver it to students, so you can give examples from your own life and they can think back to examples of you modeling or coaching yourself on it in class
- Create pre-made flip chart.

Living Above the Line highlights and puts into practice taking responsibility for one's own actions. Wouldn't it be great if all students came from a place of ownership in their every action that when certain classmates avoided responsibility the others would call them on their actions? Living above the Line is a powerful life skill that comes from lessons for business and entrepreneurs.

Make a chart with the words, **LIVING "ABOVE THE LINE"** written in large red letters across the top. Make another line with word **RESPONSIBILITY above** a thick dark line in the center of the chart. Above the line scatter the words accountability, choices, solutions, freedom, and willingness. Below the line write Laying Blame, Quit, Justify, and Deny.

Begin by asking the students, "How many of you would like to have more freedom in your life? How many of you would like to have more power in your life? Good, because the activity we are about to dive into will actually give you just that-more power and freedom in your life."

Explain to students that they are about to play the oldest game in the history of our culture. The object of the game is to actually stay IN the game as long as you can. The name of the game is Simon Sez. Explain how the game is ruled just in case no one has played it in quite a while. After answering any questions begin the game. Play the game with increasing speed and difficulty so that students will react, getting as many participants "out" as fast as possible. Catch people by firing a quick series of commands, or by establishing a pattern, then repeating it without a Simon Sez. When about 10-20% of the students are out, stop the game without saying Simon Sez-a trick that usually gets most of the remaining students out. Get it down to one (or less) person, then give that person a round of applause and continue the discussion.

Ask students if they heard a little voice go off when they realized they were "out"? "What did your voice say to you?" *Elicit answers, probing for answers that fit below the line like answers about you, "You tricked me!" justifications like "It was a stupid game anyway".*

For this part of the piece, major shifts could happen for many kids, while they'll also feel a bit confronted, and you can hold their attention) because some will want to check out during to uncomfortably) through you're delivery. Allow them to respond to what you're saying (this may be under their breath or to neighbors-its normal for this piece), without slowing down the pace of your delivery. Tonality is everything in this piece, so read over it several times and PRATICE it first. For a lot of the talk, you are in a casual tone, eliciting responses, right in there with them, building rapport and pulling their vices out of them in a way that's comfortable, throwing in a lot of examples of how YOU do the same thing), and then getting very serious for the punch lines. Each part has a "bad news" part of it; where you have them lean forward, then deliver it to them. Be sure to IMMEDIATELY counteract it with the next statement, in "coach in the locker-room "mode.

Also be sure to do the pieces of this talk IN ORDER for clarity. When you go out of order, the different parts get confusing to the students. There will be lots of examples elicited, so make SURE that you can accurately call the difference between the different below the line domains.

Have a premade chart with the following statement on it. Read it to the students very seriously.

Whatever you are doing or saying-even wearing, at any given moment, is sending a message to the people and world around you, about WHO YOU ARE. Discuss the fact that students may not agree that this is the entire message about who they are but it's A message. Get agreement.

Have another ready-made flip chart. *People tend to show up in a game the way they tend to show up in their lives.*

In other words, people who, under pressure in a game, get panicky, tend to do the same when they're under pressure in their lives. People who tend to check out when things get tough in a game, tend to check out in their own lives when things get tough, and so on. The question is this: On a flip, draw a line across the page, ¼ of the way down, and in an arc above the line, write, WHERE ARE YOUCOMING FROM? This doesn't mean what community. It means where are you coming from in your communication and those messages you're sending all the time. Suggest that whether it's Simon Sez or school or a conversation with buddies, people could be coming from a few different places. One of which is (write at the bottom of the flip in fat blue or green) LAY BLAME.

In other words, it's someone or something else's fault. How many of you do this in your lives? I know I do. In fact I notice it during the game. How many of you had your little voice say something about ME when you realized that you were "out"-something like "she tricked me-that's why I'm out."(Get hands and more examples)

Now let's change the scenario for a second, now you're in school and a teacher says to you, "Stop talking." What do you say if you're coming from LAY BLAME? *Elicit responses, answering, "Hold on to that one for a second" if it's not LAY BLAME) If they don't throw out, "SHE was talking to ME."* Give another example. You're supposed to be home at 4:00 after school and you don't show up until 6:30. Your parents are fuming. What do you say if you're coming from LAY BLAME?

Elicit responses, answering, "Hold on to that one for a second" if it's not LAY BLAME. If they don't throw out, "It was my friend's fault-she was driving."

Since you're always sending a message to people around you what message are you sending about whom you are when you come from LAY BLAME? *Elicit responses, then.* The message that you're actually sending to the world when you Lay Blame is "I have no control over my life-everyone and everything else controls me." Is that true? (Some say no) Again, IS THAT TRUE? *(Elicit "NO!")* Of course its not. Yes, your parents have a lot to say about your life, and so does the law, etc., but in the end, who makes the final calls about what you do or say in a moment? *(Elicit a yell of "I DO!")* So you don't want to come from that place. *Cross out LAY BLAME with red fat marker.*

Now there's another place you can choose to come from, which I noticed during the game, that is a place called JUSTIFY *(write at the bottom of flip in fat blue or green marker).* Justify is making up some reason why it's OK that you did what you did, even though you know it's not. For example, how many of you said something like this to yourself during the game, "Well at least I wasn't the FIRSY on out,' or "this is a stupid game anyway," or something like that. Back to the school example-teacher says stop talking, what would you say if you were coming from JUSTIFY? *(Elicit responses, making the distinction for ones that are really LAY BLAME and having DENY and QUIT ones hold. If they don't, throw out "I wasn't the only one talking," and "We were talking about the assignment.")* How about the getting home late example-what would you say fro THIS place of JUSTIFY?

So, now the question is this-What message are you sending about who you are when you come from JUSTIFY? *(Elicit responses.)* Everyone lean forward just a bit.) The message that you're actually sending to the world when you Justify is "I am no different than anyone else in the world." Is that true? *(Continue asking until all students yell "NO!")* Of course it's not. You are completely unique and special-different from everyone else and capable of understanding on you own. IS THAT TRUE? *(Get a big YES!)* So you don't want to come from that place. *(Cross out JUSTIFY in fat red marker)*

Now there's another place you can choose to come, which I noticed during the game, and that is a place called DENY. You know this one-its when you just flat out deny something. Now in the game, it was a bit sillier. How many of you goofed, then tried to play it off like no one would notice? Now in the stop talking in class example, what would you say if you were coming from this place called DENY? *(Elicit, "I wasn't talking.)* How about the coming home late situation? *(Elicit)* What message are you sending about who you are when you DENY? *(Elicit)* I hate to say it, but the message is actually a lot more serious than that. The message that you're actually sending to the world when you deny is that you are a liar and you cannot be trusted. Is that true? *(Elicit "NO!")* Of course it's not. It's not that you've never told a little white lie, but you don't want people to think that you are a liar. Is that true? *(Elicit a huge YES!")* Exactly. You don't want to come from that place. *(Cross out DENY with a fat red marker.)*

There's another place you can choose to come from, one that, makes me sad, but I see it the most, and that is a place called QUIT. This one is a little trickier. It's simply giving up. How many of you have ever done this in a class? How about with someone like a parent or teacher whom you were trying to get through to but they just weren't getting it? Yes, bit tjos pme a;sp shjpw up differently. It usually looks and sounds like eyes rolling, hand up, and "What-ever" or "I don't think so." *(Role-play attitude)* How many of you have been guilty of having an attitude? How may of you have had that attitude ever since you've been here in class?

Now here's the question-What message are you sending about who you are when you DENY? *(Elicit responses*) I hate to break the news to you, but the message you THINK you're sending when you give that attitude is "I can't be bothered." In reality, though, you've quit, and the message you're REALLY sending is "I don't have what it takes to stay in the game." Is that true? *(Elicit a strong and loud "NO!")* Of course it's not. You are not a loser-you have all that it takes to stay in the game and do it well! Is that true? *(Elicit a loud "YES!")* Exactly so you don't want to come from that place. *(Cross out QUIT in fat red marker.)*

What do you notice about all of the places below the line? If we are playing in the game called life, all of these places tell the world that you are playing on a pretty pathetic team-the VICTIM team. *(Write VICTIM in big red letters across the bottom categories.)* In other words, "Poor me-my life is being done TO me? Is that true? *(Elicit a big "NO!")* Of course not, yet do we come from thes4e places a lot of the time? *(Elicit a yes then get hands raising in response to these questions.)* How many of you do these with your parents? How about at school? How about with your friends? How many of you know an adult who lives their whole life BELOW the line?

Understand that this is a big concept that actually came from the business world-adults have a hard time with this. You see we all do them, yet here's the danger. All of these places, in sending those messages to the world, become masks that we wear. We hide behind them in our communication and dealings with everyone e around us, and never get to jump into our lives and say "This IS it-this is MY life!"

How many of you are interested in being able to come out from below the line and under those masks and have more POWER in your life? Great, because the truth is that you have the power to come from a much better place. *(Write at the top of the flip in fat red RESPOND-ABILITY*) A little different than responsibility, because you have the ABILITY TO what? *(Elicit respond.)* Yes to say-you know what? NO masks, no stories, this is MY life. Sometimes I make great decisions and sometimes I mess up, but it's still ME running the show-I have the ability to respond in a way that brings it back to me and gives me choice, power and freedom in my life. *(Write CHOICE, POWER, and FREEDOM around RESPOND-ABILITY*)

Back to the school example-there you are, the teacher says "Stop talking," what do you say? *(Elicit "OK.")* Right. You get home late, what do you say? Now let's be honest, which is easier, living above the line or below? *(Elicit "below".)* The truth I is you'll run across people your whole life who live below the line. Are you ready to have more POWER in your life? *(Elicit "YES!")* Awesome. Do you think it might take some practice to start breaking these habits and come from above the line? *(Elicit yes.)*

You bet. In fact, I want you to know that I have known about this stuff for a while, and I'm still always working on it. So, here's my request-whenever you notice me coming from below the line, simply raise your hand and say "You're coming from below the line, " and I'll say "Thank You," I'll rewind and try it again from ABOVE the line. Deal? Great. And know that I'll return that favor. Any time I notice you coming from below the line, I'll ask you to please pause, notice where you're coming from, rewind and try it again from ABOVE the line. Deal?

So think for a moment about these places below the line-we each have a favorite that we slip into. For me it's *(share which is your weakness, when it comes up fro you, and what you could get out of giving it up and coming form above the line).*

For you, it may be a different one. I guarantee you, though, whichever it is, it comes up at certain times and it's costing you something. For example, it maybe lay blame, and you may

hide behind it with your parents, and it may be costing you their trust. If you gave it up, you could get more freedom because they'd trust you and let you do more things on your own.

Think of yours for a moment in those terms: *(Reveal pre-made flip.)*

I hide behind_____.

I do this when_____.

It could be costing me_____.

I could get_____out of giving it up and coming from above the line.

In just a moment, you'll have the opportunity to do some reflective written, and check out where you are with this. Know that this writing is for YOU and nobody else, so be honest with yourself. When I say "The time is now." Get out your journal, and fill in these blanks. THE TIME IS NOW!!!!!!!!

Give students 5-10 minutes for writing, circulating and helping those who heed help pinpointing their responses.

After coming back together as a large group, so where do you want to come from? *(Elicit ABOVE THE LINE.)* You got it! Are you the one in power of your life? *(Elicit YES!)* How many of you have some great support from your teams? *(Hands)* Awesome! Turn to the person next to you and say "Take charge of your life-THIS IS IT!"

From Quantum Teaching (DePorter, Reardon. Singer-Nourie)

Appendix K
Keys of Excellence

Integrity

- The state of authenticity when our values and behavior are aligned. Integrity happens when what we value is evident in our actions.

Failure Leads to Success

- Feedback from mistakes provides the information we need to learn so we can succeed.

Speak With Good Purpose

- Speaking in a positive manner. Being responsible for honest and direct communication and focusing on truth telling, stating assumptions and maintaining integrity.

This Is It!

- The commitment to focus our attention on the present moment and the willingness to make whatever we are doing most important.

Commitment

- The ability to follow our vision without wavering; staying true to the course.

Ownership

- The quality of accountability and responsibility. The ability to be counted upon and the willingness to take responsibility for the choices we make.

Flexibility

- The willingness to change what we are doing to achieve the outcome desired. Flexibility allows us to choose the best option to accomplish the outcome.

Balance

- When mind, body and emotions function in alignment. It is the ongoing adjustments we make to continue moving in a positive, healthy direction.

Objectives:

- To give students a foundational experience and understanding of 8 Keys of Excellence.
- To provide a model of guiding principles for establishing a learning community.
- To create a model and shared language in class of the Keys.
- To set a foundation for the semester/year of the 8 Key implementation.
- To invite introspection about personal principles.

Preparation:

- Use the Keys in your personal life before teaching it
- Have the actual 8 Keys of Excellence to hold up or point to, as you label each one, posted on the wall as they come in to class.
- Select Baroque music for Key explanations
- Fun, upbeat music ready for transitions

How many of you would like to have all of the things that Michael Jordan, Thomas Edison, Steven Spielberg and Colonel Sanders had that lead them to their success? *(Elicit agreement.)* If you would, please raise one hand like this *(Demonstrate.)* Draw an imaginary "V" on your hand and say, "These are my values!" Great, now the other hand, draw a "B", saying, "These are my behaviors!" Good. Now match them up and say "This is integrity!"

INTEGRITY:

Let's say that I have a value called "It's important to keep my word. How many of you would agree that's a value worth having? So that's my value. *(Hold up hand)* Now over here *(Wave other hand)* my action is that I tell my friend I'll meet her at the restaurant at 6:30, yet I don't show up until 7:15. Integrity or not? (*Elicit: NOT, and show with hands mismatched)* Now, can I put things right and get integrity back? *(Show hands lining up again)* Of course. Please put your aligned hands on your head and say "Integrity". *(Go to the sidewall where the Eight Keys are displayed, and have all turn around to face you)* So, on top of your head is? *(Elicit: Integrity, and motion.)*

FAILURE LEADS TO SUCCESS:

Now take a big whiff in and say "Oh-I smell success!" Please do the motions with me. *(Demonstrate touching you nose and taking in the whiff of Failure Leads to Success as you say it.)* Thomas Edison is most famous for inventing the? *(Elicit: light bulb)* Yet the guy failed-that is-spent a bunch of time, money and resources when everyone said he was crazy to begin with and the thing flopped. Guess how many times-well, wait. How may times would you do that before you packed it in? *(Elicit)* He failed overt 900 times!!!!! The difference between Edison and anyone else I've ever studied is that this guy got excited about it every time he failed! Imagine! He said, "Great! Now I know one more way not to do it!"

SPEAK WITH GOOD PPURPOSE

So, on top of you head is? (Elicit key and motion) In through you nose is? *(Elicit* key and *motion.)* Now, go like this *(Hands touching mouth)* and say, "Speak with good purpose". Good. The question here is: What is the purpose of what we have to say? Is it going to move us, and anyone around us, forward or is it going to take us steps back? Gossip would be speaking with or without good purpose? *(Elicit without.)* How about if I have a problem with Jill and I went to my friend Mark to talk about it? Speaking with or without good purpose? *(Elicit without)* How about sarcasm from the front of the room? *(Elicit without.)* How many of you think this key might be a biggie for you?

THIS IS IT

On top of your had is? *(Elicit key and motion)* In through your nose is? *(Elicit key and motion)* Out of your mouth is? *(Elicit key and motion)* Now do this motion and say, "This is it!" *(Finger under chin, and push chin up in the air.)* How many of you have ever been doing something-could be the dishes, walking the dog, or sitting in class and that little voice in your had is screaming, "This is NOT it! If I were anywhere else-at the movies, at the beach, sleeping in-THAT would be it, but not this!" Yet there you are. So how much are you getting out of whatever you're doing? *(Elicit: not much.)* How efficiently are you doing it? *(Elicit: not very.)* Exactly. Except, at any given, moment, we have the power to tell that little voice "Thank you for sharing," and remind it,"Hey! You get how many chances at each moment of your life? That moment just then-POOF! It's gone, never to come back again! So are they worth wasting? I don't think so!" So this key is about switching that voice to say, "Hey! I get one shot at this moment, like it or not, so let's go to it 100%. What %? *(Elicit 100)* So it's about keeping my chin up *(Motions)* and saying "This IS it!" Do that! How many of you think this might be useful for you to be able to do when you are sitting in class feeling bored?

COMMITMENT

So, on top of your head is? *(Elicit key and motion.)* In through your nose is? *(Elicit key and motion.)* Out of your mouth is? *(Elicit key and motion)* Next make a muscle with your biceps-a big one *(notice your arm makes a big "C")* and say "Commitment!" If we want to get big biceps, can we go to the gym a few times, work out and have them? *(Elicit: no)* I wish. How about if we went every other day for 5 months-would we have them? *(Elicit: not yet.)* Ok, so we did that, got them, then decided to give ourselves a vacation and stopped working out for a couple of months, would we still have them? *(Elicit: no.)* You see, it takes being willing to do whatever it takes-Commitment. *(With motion, have them do and say it.)* How many of you have commitments right now that you've made but have not kept? *(Hands)* How does that feel? *(Elicit: yuck!)* Me too. *(Share a few minor ones that you have which are gnawing away at you like phone calls, etc.)* How does it feel to keep your commitments and cross them off your list? *(Elicit: AHHH.)* Exactly. How many of you think that this would be a good one for students you age to practice?

OWNERSHIP

So, on top of your head is? *(Elicit key and motion.)* In through you r nose is? *(Elicit key* and motion.) Out of your mouth is? *(Elicit key and motion.)* Chin up is? *(Elicit key and motion.)* You arms are? *(Elicit key and motion.)* Put you hand on your stomach and say, "Oooh!" Now with the other hand also on your stomach say, Oh! Ownership!" Ownership is being both responsible and accountable. Ownership is the bridge between where we are and

where we want to be, and is paved with "What can I learn from this?" For example I've got all of these great things going for me in my life right now. *(Share great stuff about your life that you created like great spouse, great career, etc.)* And hey! That's not by accident-I had something to do with all of that! Then there's this other stuff that's not so great. *(Share "not-so-great" stuff in your life that you created like incomplete relationships, debt, etc.)* And hey! That's not by accident either-I had something to do with that too. Then there's all this stuff, out there in the future, that I don't know yet. In ten years, where will I be, will I be happy? Sad? Rich? Poor? Etc. And THAT won't be by accident either –I have something to do with it! So ownership is looking at all of it-good, bad. And yet to be, and saying-HEY! This is mine to create!

FLEXIBILITY

So, on top of your head is? *(Elicit key and motion)* In through your nose is? *(Elicit key* and motion,) Out of your mouth is? *(Elicit key and motion.)* Your chin up is? *(Elicit key and motion.)* You arms are? *(Elicit key and motion.)* In you gut is? *(Elicit key and motion)* great, so stand up! Bend your knees and say "Flexibility!" Feel free to be seated. If I want to get to the other side of this flip chart I can get an idea in my head about how I'm going to do it and go for it *(Get a determined look on your face and walk right into the flipchart.)* Hmm. That didn't work too well. Maybe it's because I'm not trying hard enough. I KNOW I'm right about this. *(Do it again. Run into it harder.)* Hmm. What's wrong with this picture? How many of you have ever done this-metaphorically speaking-with a friend? A parent? A teacher? Exactly! Hey! What if I did this? *(Walk AROUND the flipchart.)* Wow. This is called what? *(Elicit: flexibility.)* How many of you think that this would be good for you in problem solving in your life?

BALANCE

So, on top of your head is? *(Elicit: key and motion.)* In your nose is? *(Elicit key and motion.)* Out of your mouth is? *(Elicit key and motion.)* Your chin up is? *(Elicit key and motion?)* Your arms are? *(Elicit key and motion.)* In your gut is? *(Elicit key and motion.)* Bend your legs, you get/ *(Elicit key and motion.)* Great-stand up again. Now stand on one foot, and say, "Balance." Here's the clincher: Taking all the roles in our lives-teacher, wife, fiend, student, daughter, aunt, and -and balancing them in a healthy way. We know that if we're just one of those roles 100% of the time without the others, we won't achieve balance. Balance: the alignment of body, mind, and spirit.

For how many of you is this key a challenge? What if you could get a handle on it now while you are still young?

Those are the Eight Keys of Excellence, gleaned from successful people from all walks of life. The Keys have made a huge difference in my life and will make a huge difference in the your life. So if I said "Integrity, " you would do what motion? *(Quiz them for a minute on motions and labels.)* When I say, "Keys," stand up with a partner and quickly review the Keys with their motions from top to bottom, then quiz one another. Keys. *(Allow a few moments for them to practice.)* Please point to the person sitting next to you and say, "You've got the Keys!" *(Demonstrate a high 5.)* Now point to yourself and say, "I've got the Keys!" *(Elicit one volunteer to come up and do the Keys & motions solo.)*

We call those The 8 Keys of Excellence because after extensive study and interviews of the most successful people on the planet in areas like professional sports, finances, entertainment, politics, school, and relationships, these were the top 8 Keys that they named as

leading them to success and excellence in their fields and lives. How many of you would say that, if present in your life regularly, these Keys could help you in your life? (Elicit: yes.)

Great, so knowing what you now know about them, consider where you are with these Keys in your life? Are they there, not there, sometimes there? Where could you use which ones the most? Are there specific Keys that you know are a challenge for you?

When I say "Keys," find a partner you have not yet worked with and be seated wit them. Keys! (Pause for partner finding. Loud, moving music.) Choose who will be the Keying and who be the Key chain. (Pause for labeling.) Great! In just a moment, when I say, "Unlock it!" you'll have a one-minute opportunity to share with this person which of the Keys might be your biggest challenge. For me, (Share a challenging key for you personally, explaining why it's a challenge for you.) Now think about yours. Unlock it! (After one minute, switch.) Please thank your partner.

OK so now we know where we are and where we're going. We'll be revisiting these Keys in depth over the course of the semester/year, and you will be amazed to see how the Keys are EVERYWHERE! Just to be sure, what's on top of your head? (Elicit motions and name Integrity, quickly going through all of them like a cheer.)

Suggested follow-up ideas

- A reflective journal wiring about their challenge and strength keys
- Focusing on one key and documenting as many everyday examples that they can of it in their day/evening.

From Quantum Teaching (DePorter, Reardon, Singer-Nourie)

Appendix L
Memory Circle

A circle is formed so that all persons may look at each other. The facilitator passes a tennis ball around the circle an each person states their name when they get the ball. When the ball returns to the facilitator, she calls out a group member's name and throws the ball to that person. That person then does the same to someone else. This continues until the ball is going freely back and forth, and each person has and at least one chance to catch, throw and call out someone's name.

At this time, the facilitator takes out another tennis ball and gets that one going with the other. Finally, a third tennis ball is interjected, and all three balls are in motion simultaneously.

Modifications:

1. More tennis balls can be used as the group becomes more proficient at working together and keying into both verbal and nonverbal cues,
2. This is a good introductory game, but can also be sued at any time by having people assume pseudonyms such as "Godzilla" or "Ozone". Members also enjoy picking themes such as fruit, animals, or famous people.
3. Try having different people call off everyone's names or pseudonyms in the group after tossing the tennis balls for a while. Then have everyone switch places and try naming everyone again.

Issues:

1. Why should we throw the ball underhanded and "catchable"?
2. What is the importance of eye contact before the ball is thrown? Will it increase or decrease the chances of success?
3. What should we do when a ball gets away?
4. How does it feel to miss a catch and hold up the whole group?
5. How does it feel to achieve (or not achieve) a goal?
6. Did anyone learn a new name today?

From Adventure in the Classroom (Frank)

Appendix M
People to People

Have everyone find a partner and stand in a circle. One person (usually the facilitator to begin with) is "IT" and does not have a partner.

Establish a rhythm by snapping your fingers in an even beat. Once everyone is snapping their fingers "IT" says (in rhythm) "People to people," and the group repeats, "People to people."

Then "IT" calls out (in rhythm) two body parts (i.e. shoulder to shoulder," or "elbow to back"), and the pairs must touch these together. Then they disengage and "IT" says two more body parts.

This continues until "IT" says "people to people". That is the signal for everyone to scramble in search of a different partner, including "IT". That means someone else will be without a partner and they become "IT".

When the group becomes proficient at elementary People to People, then they can move on to graduate school. When "IT" calls body parts, they become glued until "people to people" is called and the group scatters to find new partners once again.

Issues:

1. What are the issues of trust in this activity?
2. How do we take risks in this activity?
3. Would you have done this on the first day we met? Why or why not?

From Adventure in the Classroom (Frank)

Appendix N
Drive My Car

Players divide into pairs. One person in each pair is blindfolded and is designated the "car". The seeing person is the "driver". The "driver" stands behind the "car" and uses the following non-verbal signals to direct the "car".

A. No contact---forward
B. Both hands on shoulders---stop
C. Hand on left should---turn left.
D. Hand on right shoulder---turn right

It is important to discuss trust issues before starting this game.
Issues:

1. Did you trust your partner? Why or why not?
2. Was this scary for anyone? Why or why not?
3. Would this be easier or harder if the driver could talk? Why?
4. Name three people in your life that you trust.

From Adventure in the Classroom (Frank)

Appendix O
Hands Down

People generally see what they want to see or only what is being shown to them. From the standpoint of trying to solve an initiative problem, such tunnel vision results in frustration and limited success. This simple problem is designed to point out that immediately observable facts are not necessarily the combination needed for a solution.

Obtain five lengths (about 6 inches) of any type of matching material (e.g., pencils, dowels, sticks, etc.). Kneel down on the floor, pavement, ground, and place the five pencils on the flat area in front of you so that a pattern is formed—any pattern will do.

Ask the group surrounding you to indicate the number from one to ten that is being arranged on the ground when you place the sticks down. Set up two or three different patterns so that the group gets to see and guess additional numbers that you are depicting.

Note, the arrangement of the materials do not signify the number. In fact, the person arranging the materials places his right and left hands down by the materials and indicates by how many fingers he displays. While this may appear obvious, the audience so focused on the arrangement of the materials that the arrangement of the person's fingers go completely unnoticed.

From Silver Bullets (Rohnke)

Appendix P
Knots

A circle is formed and everyone puts his or her hands in the middle. Each person grabs two different person's hands. It is also important not to grab the hand of a person next to you.

Now the group proceeds to untangle the knot without letting go. The only thing a person is allowed to do is change a grip around that is uncomfortable. For the next five or ten minutes, people go over and under, through and around until the circle is whole again (it is possible to get two circles and have some people facing outside when it's done)

Communication is very important in this game because without it, the knot can sometimes be made tighter on one end as quickly as it gets looser on the other.

Issues:

1. What strategies did we use that helped in solving this problem?
2. What strategies didn't help?
3. What was the role of listening in this exercise?
4. What is frustration?
5. Were you frustrated? Why or why not?
6. Who were the leaders in this activity? Why?

Modifications: Try this activity without talking.

From Adventure in the Classroom (Frank)

Appendix Q
Traffic Jam

I forget the correct moves to this problem almost every time I present it, but I have yet to see a group that didn't eventually come up with a solution. So don't worry about remembering the answer, just get the rules straight and then look sagely amused by their attempts, offering an occasional "Hmmmmmm" or "What do you think?" to solidify your all-knowing aura.

The object of this largely cerebral problem is to have two groups of people exchange places on a line of squares that has one more place than the number of people in both groups.

The physical set-up can be arranged almost anywhere. The squares on the floor can be marked with chalk, masking tape, scratched in the dirt or be paper plates, scrap paper, etc. The marks or markers should be placed an easy step from one another.

Rules:

- To begin, one group stands on the places to the left of the middle square, the other group stands to the right. Both groups face the middle open square.
- Using the following moves, people on the left side must end up in the places on the right side, and vice versa.

Illegal Moves:

1. Any move backwards
2. Any move around someone facing the same way you are, i.e., you are looking at his or her back.
3. Any move which involves two persons moving at once,

Legal moves:

1. A person may move into an empty space in front of him/her.
2. A person may move around a person who is facing him into an empty space.

Note: This is often a difficult problem. Thus, it is not recommended for younger children.

After a solution to the problem is discovered (or chanced upon) and the group discovers that one person giving commands is the most efficient way to solve the "traffic jam", ask that individual and the group if they can quickly solve the problem again. The leader will ordinarily stumble a bit in a repeat attempt, but the solution will eventually be reached more efficiently.

Ask the group to try it once again, indicating that you have an additional challenge for them and that successful completion of this addition depends upon complete understanding of the solution.

When they appear confident with their solution, have them line up on the squares in a "start" position. Indicate that completion of this next challenge involves having everyone go through the solution moves of the original problem while *holding their breath*. The leader, who stands apart from the group, is the only one allowed to give commands, and breathe. If anyone breathes before the last move, the whole group expires in horrible agony (but not before bludgeoning their fumbling leader) and must begin again.

This is one of the few problems in which a group will eventually decide to have one person take charge and for the others to be quiet and follow directions. This is worth talking about in comparison to other initiative tests, and other life situations. It can lead to a useful discussion of leadership styles, the selection process of the leader, the experience of being a follower, etc.

From Silver Bullets (Rohnke)

Appendix R
Mine Field

Scatter your collection of rabid nuggets (tennis balls) onto the floor area and arrange them so that they are randomly, but somewhat equally, distributed within and about the available area of play. About 300-500 balls are required for a typical mine field arrangement.

The object of this highly visual activity is to verbally guide a blindfolded partner through the minefield to the far safe side. Verbal directions must come from the sidelines; i.e., the verbal leader is not allowed to stand next to his/her partner within the minefield.

The soft-footed jaunt from boundary to boundary is timed. For each nugget touched there is a 15-second time penalty added to the final time. Have each pair trade roles after an initial attempt. For intense alternative action try the pursuit variable of releasing a heat-seeking missile (HSM).

In this game action the blindfolded player (as above) is called The Sidewinder, a highly accurate and devastatingly destructive missile. The Sidewinder is aimed at a target on the far side of the room (chair, table, etc.) and is set in motion by the person giving step-by-step instructions. If the Sidewinder touches a tennis ball enroute he/she must swing both of their arms in a full circle 15 times, counting aloud each revolution.

Sixty seconds after the Sidewinder is launched an antimissile is also launched. The second blindfolded player represents a heat-seeking missile and is trying to destroy (tag) the Sidewinder before the target is reached. If the HSM touches a nugget, he/she must bend over and touch their toes (ankles, knees, whatever) 10 times, counting each repetition aloud.

Filling the floor with Sidewinders and HSM's provides a military melee or more than modest proportions. Great fun for all, warhead affiliation notwithstanding.

From Silver Bullets (Rohnke)

Appendix S
Half Pipe

Take a ½ inch by 6-8 foot length of PVC pipe, cut it lengthwise, in half. Slice (use a proper power saw) a half-piece section for each participant.

Place a large colorful marble into/onto the half pipe then, in conjunction with other team members, who also control a section of ½ pipe, attempt to move the marble from one geographical point to another (figure out an arbitrary route) without letting the marble roll off the pipe. Each player cannot move more than one pivot step from where they begin, but can proceed with dispatch to the end of the line once their marble transport has taken place.

It's not necessary, from a functional standpoint, to cut the PVC pipe sections in half. The reason for halving the pipes is to make the marble transport more visible and tenuous. If you don't have a saw, the steady hands, or the inclination, use a whole pipe.

It will probably become obvious that to move the marble effectively the various half pipes (6-8) need to be juxtaposed end to end. Don't announce this operating tidbit; let the students discover what's necessary. Hands off the marble, no corporal contact with spheroid allowed, except at the start and finish.

Consequence for dropping or touching a marble? It's up to you or simply require a restart after a certain number of drops.

From Funn Stuff Volume Two (Rohnke)

Appendix T
Neat Puzzle

Nine discs are set out in a 3'x 3' grid on the floor. Each disc has a number from 1-9 on the bottom, and the numbers are randomly set within the grid.

A group of eight stands on a disc. Each person also has an assigned number (known to everyone) from one to eight. The task is for the group to arrange themselves on a disc of corresponding number. (If I'm a 3, I need to be standing on disc number 3.)

Rules:

- Only a disc that is not being stood on can be turned and read.
- Only one person can stand on a disc at one time.
- Two moves may not be made simultaneously.
- Players can only move linearly, not diagonally.

Hint: If the groups work out the sequence around the outside of the grid, they can then arrange themselves using the center disc to slip people in and out of the sequence. Once on the center disc they merely rotate until they think they are on the correct disc.

From Funn Stuff Volume One (Rohnke)

Appendix U
Multiple Intelligence Unit

Unit Plan Using Multiple Intelligences Grid

Unit: Lord of the Flies **Grade Level:** Secondary
Subject Area: Sociology **Timeline:** 6-8 weeks
Program Goal: To develop an understanding of self in relation to other cultures.

Major Goals of the Unit: **1. To read and analyze a major work of literature**

2. To recognize leadership characteristics.
3. To participate in the development of a classroom community.
4. To distinguish between culture and society.
5. To foster cooperative learning in order to improve interactions with peers.

Verbal/Linguistic	Logical/Mathematical	Visual/Spatial	Bodily /Kinesthetic
Read the novel "Lord of the Flies". Argue for your life in survival activity. Write poem. Journal writing. Letter writing to parents: how it felt to be marooned on deserted island with the boys.	Map making. Problem solving activity. Prioritize things needed for survival. Venn diagram for similarities and differences in music. Final project	Map making. Feelings for color project. Draw scenes of story while listening to tape. Object observation using rocks, leafs and things from nature. Final project.	Role-play. Mock election. Field trip to Iron Oaks team building course. Moving into groups for various activities. Create a horn for sending messages. Final project

Musical/Rhythmic	Interpersonal	Intrapersonal	Naturalistic
Play music during journaling. Write a survival chant Determine what type of music is needed for different scenes Compare and contrast music of WW I with music of today using a Venn diagram. Create a horn for signaling.	Survival team building activity. Role-playing conflict resolution situations. Acting out scene between two characters. Field Trip to Iron Oaks. Symbol Search	Reflective journaling Poem about your feelings if you were one of the characters in the story. Multiple Intelligence Survey Select a character from the story and with a partner create webs about that character. Make a Venn diagram comparing themselves to that character. Final project.	Field trip to Iron Oaks Object Project Make a horn. Write how the environment has an affect on the living conditions and behavior of the boys Final project.

Whole class learning experiences: Field trip to Iron Oaks team building course, reading the novel, survival activity, object observation, symbol search, pointillism project.

Whole class assessments for learning experiences: Teacher made check quizzes and an objective test at the end of the novel (numerical grades). Students will also complete a variety of assignments during the course of the reading of the novel, which will be graded for thoroughness, completion and accuracy. The culminating project will be graded using rubric, which is given to the students ahead of time.

Culminating project: Pointillism Project.

Circle scoring rubrics needed for whole class, group and individual assessments: Rubrics necessary for this unit will be for Written Work, Performances, Cooperative Group Work, and Individual Projects.

Appendix V
Lord of the Flies Final Exam

Sociology

Lord of the Flies (Exam)

Name_____**Date**_____

Pleases answer three of the following questions using complete sentences. 10 point each.

1. Compare and contrast the book and the movie.
2. Did you enjoy reading this novel? Why or why not?
3. Imagine yourself as one of the boys in the beginning of the story, what would you have done differently that might have changed the ending?
4. 4.If you were on the island with the boys, imagine which character you would most likely be? Explain your answer.
5. Suppose the story had been written in the first person narrative from Simon's point of view. Speculate how it would have been different.

Please answer six of the following questions using complete sentences. 5 point each.

1. Explain the major theme or themes that Golding develops in the novel?
2. Compare and contrast the two leaders, Jack and Ralph.
3. What is the significance of the title "Lord of the Flies"?
4. What is considered the central incident of the novel and the turning point in the struggle between Ralph and Jack?
5. Explain the importance of the secondary characters and their role in the story.
6. Who is the hero of the novel? Explain your answer.
7. Analyze the phrase "Freedom is dependent of self-knowledge and discipline." How does it apply to the novel? To what extent is man free according to Golding?
8. Compare and contrast the two conflicting societies that evolve on the island. You may draw a Venn diagram to explain your answer. Which one gains supremacy> Why?
9. How does Golding handle point of view in the novel? What are the advantages or disadvantages of his particular method? You may use a T chart to demonstrate your answer.

10. Why do you think Golding chose to inhabit the island only with boys? Howe might the story have been different if Golding included girls on the island as well? Or girls only? Explain your answer.
11. Evaluate what the appearance of the naval officer represents at the conclusion of the novel. What is the officer's perception of the boy's? How does it differ from Ralph's perception?
12. What are Golding's views towards the future of mankind? Does the novel conclude on a positive or negative note? Create a new cover for the book Based ob your explanation.

Multiple Choice. 1 Point each.

_____1. Simon is killed by

a) His disease
b) The Lord of the Flies
c) The group at the feast
d) A rock dropped upon him.
e) None of the above

_____2. How many boys were actually killed on the island?

a) One
b) Two
c) Three
d) Four
e) None of the above

_____3. What is the first thing that the boys look for on the island?

a) Pigs
b) Women
c) Fire
d) Adults
e) None of the above

_____4. In chapter four Piggy wants to build a sundial. He is showing that he wants

a) To know when he should eat his three meals a day

b) A specific time for assemblies

c) An aspect of civilization

d) All of the above

e) None of the above

_____5. Jack is criticized for letting the fire go out when a ship passes by. He relieves his frustration by

a) Punching Piggy

b) Yelling at Ralph

c) Criticizing Ralph about the shelters

d) Killing a pig

e) None of the above.

_____6. When the boys first see the beast it moves because of

a) A rockslide

b) An earthquake

c) Pigs

d) The wind

e) None of the above

_____7. Ralph and Piggy try to "cover up" their involvement in a killing by saying they were On the outside of the group

a) In the jungle

b) At Castle Rock

c) Leaning early

d) None of the above

_____8. After Jack starts a new group, it is hard for Ralph's group to keep the fire going because

a) Samneric counted as one turn
b) Piggy was not a strong worker
c) Most of the boys were with Jack
d) All of the above
e) None of the above

_____9. The ending is ironic because the boys

a) Are not really being rescued
b) Rejected Ralph and he got them rescued
c) Really had enough food
d) All of the above
e) None of the above

_____10. At the end Ralph ran to the beach because

a) He saw an adult there
b) The island was on fire
c) He wanted Jack's group to chase him instead of Piggy
d) He wanted to relight the fire
e) None of the above

_____11. The Lord of the Flies was (physically)

a) A frog
b) A gift to Simon
c) A pig's head
d) Not a real physical thing
e) None of the above

_____12. The boys ate

a) Fruit
b) Pig meat
c) Fish
d) Both a and b
e) A, b, and c

_____13. Who discovered the true identity of the beast?

a) Ralph

b) Jack

c) Percival

d) Simon

e) All of the above

_____14. Who told Jack where Ralph was hiding?

a) Samneric

b) Roger

c) Piggy

d) Simon

e) None of the above

_____15. Ralph was first elected chief because

a) He was a leader at school

b) He had the shell

c) He was older than anyone else

d) He was the most athletic

e) None of the above

_____16. When the boys get to the beast it moves because of

a) A rock slide

b) An earthquake

c) Pigs

d) The wind

e) None of the above

_____17. The author of the novel is

a) Reginald Rose

b) William Gibson

c) William Golding

d) None of the above

Matching. Match the phrase on the left with the name on the right. Names may be used more than once.

1 Point each.

_____18. Killed Piggy with a rock
_____19. Was mistaken for the beast and killed
_____20. Was the leader of the choir
_____21. The conch shattered
_____22. Said his name and address over and over
_____23. Kidnapped to join Jack's tribe
_____24. Was raised by his auntie

a) Ralph
b) Norman
c) Jack
d) Piggy
e) Roger
f) Samneric
g) Simon
h) Percival
i) Mark

True/False. 1 point each.

Extra Credit—2 points if you re-write false statements and make them true.

_____25. The boys came to the island by ship
_____26. Ralph was first chosen leader by a close vote
_____27. Ralph thought the fire was the most important thing.
_____28. Jack helped in building shelters.
_____29. Jack painted his face so the pigs wouldn't see him.
_____30. At first the hunter's only job was to catch pigs.
_____31. It was Ralph's fault the first fire went out.
_____32. After hearing that Ralph and Jack saw the beast, Simon suggested that they climb the mountain.
_____33. Simon talks to the Lord of the Flies.
_____34. Jack started a second group because no one else wanted a fire on the beach.
_____35. When Piggy, Ralph, and Samneric visit Jack's new camp, Jack wouldn't give them any meat.

Appendix W
Parent Consent Letter

ST. XAVIER UNIVERSITY CONSENT TO PARTICIPATE IN RESEARCH STUDY

I am presently working on my Master's of Arts in Teaching and Leadership degree at St. Xavier's University. As a candidate for the master's program, I will be conducting an educational research project. The purpose of this research project is to improve the learning environment for high school Special Education students who would benefit from a self-contained classroom due to their social/emotional needs.

Your child will participate in several educational activities, such as cooperative learning, multiple intelligence lessons and social skills building activities. I will also be administering various questionnaires and surveys throughout the school year. The activities and assignments will not vary significantly from normal classroom work. It simply will be monitored to see which techniques work best for students.

The benefits of this research study consist of a better understanding for staff and students about the needs of this special population and greater opportunities for a successful learning experience. **Participation is voluntary. It will not count against your child's grade if you choose not to participate. Students will not be identified and all results remain confidential.** I am only interested in providing your child with the tools to be successful in high school and in life. If you have any questions or concerns about this research study please feel free to call me at (708) 679-6146. Since I plan to start my research this fall, I would appreciate your return of this form as soon as possible. You may return it with the other beginning of the year forms.

I, the parent/legal guardian of _____ acknowledge that the teacher has explained to me the need for this research, explained what is involved and offered to answer any questions. I freely and voluntarily consent to my child's participation in this study. I understand all information gathered during the study would be completely confidential.

Name of
Student _____

Signature of Parent/Legal Guardian _____ Date _____

Sincerely,

Mrs. Marie Sullivan
Special Education Teacher